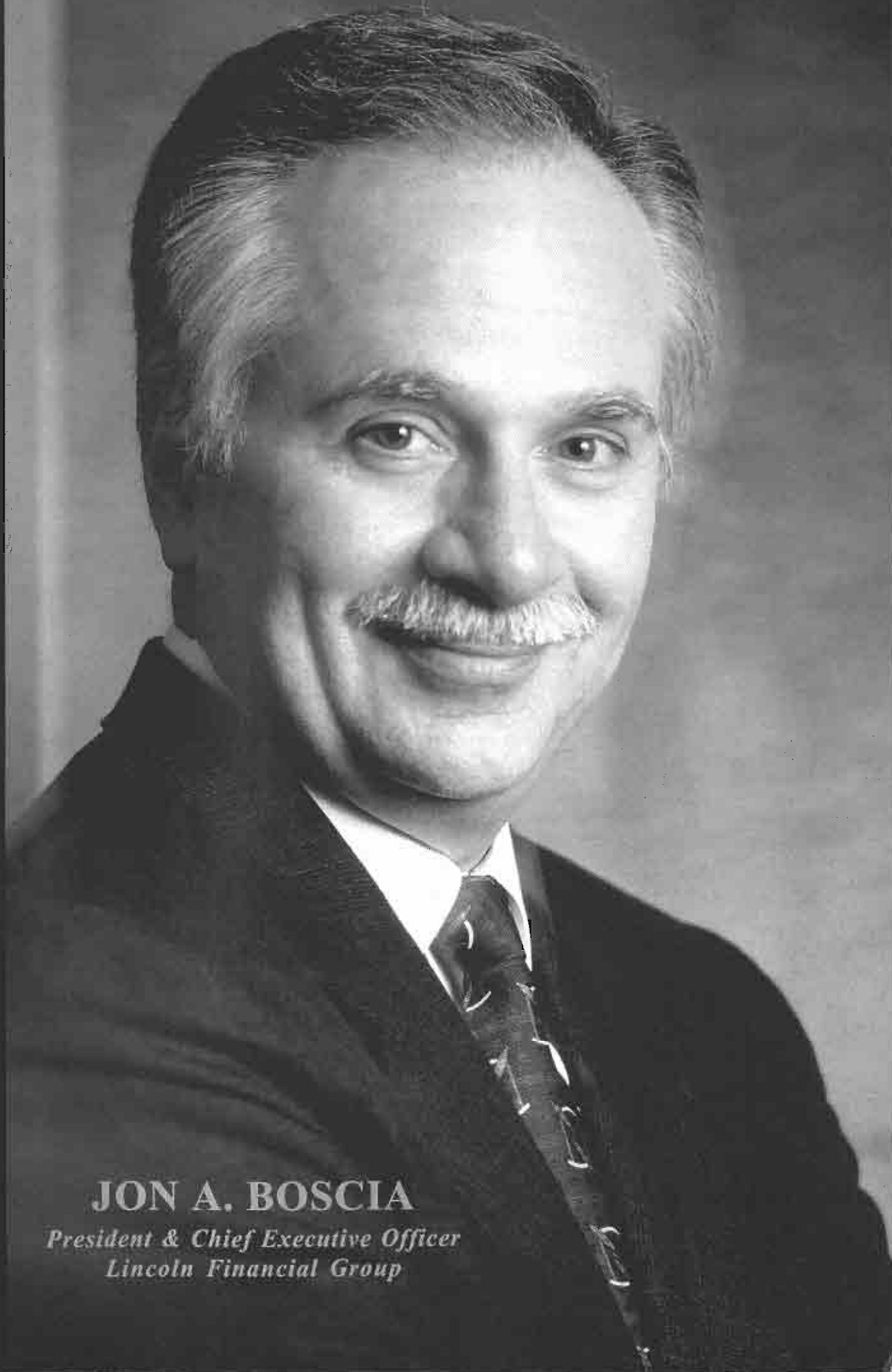


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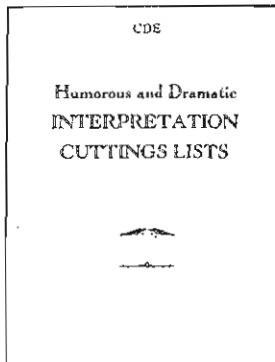
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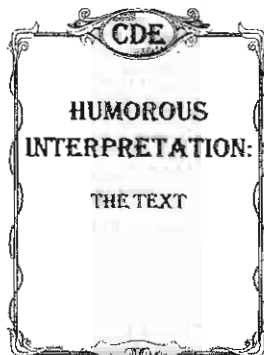
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ON THE COVER: Lincoln Financial Group CEO Jon Boscia

DECEMBER: Focus on Coaching

MINH LUONG, GUEST EDITOR

Guest editor of this Lincoln/Douglas Debate focused *Rostrum* is Minh Luong. As a competitor, coach, institute instructor, author, consultant, editor and tournament director his expertise is much valued.

Minh is Assistant Professor in the Ethics, Politics, & Economics Program at Yale University and International Affairs Fellow at the Yale Center for International and Area Studies where he teaches both graduate and senior seminar courses. A sought-after corporate consultant, Professor Luong advises multinational corporations in the financial services, telecommunications, insurance, and professional services fields on human resources, training & development, operations, crisis management, class-action lawsuits, and merger & acquisition (M&A) issues. He continues to be active in the forensic community as he is the volunteer director of the National Debate Education project, an organization that offers affordable, non-commercialized forensic education seminars across the country.



Minh A. Luong

Minh is a member of the Tournament of Champions Advisory Committee and is serving his ninth year as the Director of Lincoln-Douglas debate at the TOC. He has served as Chairperson of the Communications Studies Department at Pinewood College Preparatory School (CA), Director of Debate at San Francisco State University, and Director of Forensics at the University of California at Berkeley. Minh is the only person to have won the National Collegiate Lincoln-Douglas Debate Championship title both as a competitor and coach. As a high school coach, he guided his students to great success at regional and national tournaments in L-D and policy debate as well as individual events. He serves as the Academic Director and Senior Instructor at the National Debate Forum held at the University of Minnesota and previously served as Curriculum Director at the Stanford, Berkeley, and Austin National Forensic Institutes. Professor Luong can be reached at <minh.a.luong@yale.edu>.

NFL EXECUTIVE COUNCIL MINUTES ON PAGES 33 & 34

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FORENSICS AND COLLEGE ADMISSIONS

by
Professor Minh A. Luong

For nearly all high school seniors involved in forensics, this is a very busy time of the year. Between coursework, tournament preparation, and college applications, there is little precious time for much else. I began this academic year with a dozen email requests from former students for letters of recommendation and every week I receive several more. When I was a high school instructor, I wrote over twenty letters of recommendation every fall and compared to my colleagues who taught in public high schools, my commitment represented a relatively light load. Nearly every request for a recommendation that I receive is accompanied by a long list of extracurricular activities, community service projects, club memberships, and a transcript. Unfortunately, nearly all high school students make the erroneous assumption that participation in more activities is better than fewer and in an increasingly complex world that demands in-depth knowledge and expertise in a chosen field of study, colleges and universities are now preferring applicants who choose to be the best at single pursuit. "What counts," says Swarthmore College Dean of Admissions Robin Mamlet, "is how committed students are to an activity."

Extracurricular activities like forensics are playing an increasingly important role in the college admissions as well as the scholarship awarding processes. Why? Grade inflation is rampant in both public and private secondary schools and test preparation programs are distorting the reliability of national standardized tests like the SAT and ACT. According to the Wall Street Journal (Interactive Edition, April 16, 1999), college admissions directors are relying less on grade point averages and standardized test scores, and are relying more on success in academically-related extracurricular activities such as speech and debate as well

as drama. Successful applicants to top schools still need to demonstrate academic success in their coursework as well as perform well on standardized tests, but the days of a 4.0 GPA and 1600 SAT score guaranteeing admission into a top school are gone. In 1998, Harvard University rejected over 50% of its applicants with perfect Scholastic Aptitude Test scores and 80% who were valedictorians. Private and public institutions of higher learning, facing the reality of needing to train graduates for a global economy, are selecting applicants who can not only perform well academically but can also set themselves to an endeavor and succeed in extracurricular activities. After all, college students must select a major that concentrates on a particular field of study; why not select the students who have demonstrated success with that type of focus and dedication?

Colleges now acknowledge, based on years of experience, that students who demonstrate success in extracurricular activities which give them real-world skills like critical thinking, oral and written communication, and the ability to organize ideas and present them effectively perform better in college and turn out to be successful alumni who give back generously to their alma mater. What does this mean? According to Lee Stetson, Dean of Admissions at the University of Pennsylvania, "We realized one of the better predictors of success is the ability to dedicate oneself to a task and do it well." But according to the Wall Street Journal's recent study of top universities and ten years of applicant, admissions, and scholarship data, "not all extracurricular activities are created equal." Two of the surprising findings were that participation in some of the more common sports in high school athletics, soccer, basketball, volleyball, horseback riding, skating, and base-

ball, did very little for applicants. Unless these students win state or national awards, there does not appear to be any significant benefit from participation in these activities. Second, the Wall Street Journal study noted that "although community service has been widely touted over the past decade as crucial to college admissions, our numbers suggest it matters much less than you might expect."

The Wall Street Journal report did specifically highlight a "consistent trend" — one that forensic coaches have known for a long time — that dedicated participation in drama and debate has significantly increased the success rate of college applicants at all schools which track such data. State and national award winners have a 22% to 30% higher acceptance rate at top tier colleges and being captain of the debate team "improved an applicant's chances by more than 60% compared with the rest of the pool," according to the report. This is significantly better than other extracurricular activities that tend to recruit from the same pool of students as forensic teams such as school newspaper reporter (+3%), sports team captain (+5%), class president (+5), and band (+3). Even without winning major awards, participation in speech and debate develops valuable skills that colleges are seeking out and that is reflected in the above average acceptance rate (4%). Colleges and universities today are looking for articulate thinkers and communicators who will become active citizens and leaders of tomorrow.

The National Forensic League, with its mission of "Training Youth for Leadership," is one of a handful of national high school organizations which leading colleges use as a "barometer of success." Qualification to NFL Nationals is viewed as a considerable accomplishment with late elimina-

tion round success being even more noteworthy. The fact that the NFL is also seen as the national high school speech and debate honor society is even more significant; with the higher degrees of membership and NFL Academic All-American status carrying more weight than ever in college admissions reviews. Schools that are not NFL members are literally cheating their students of the opportunity to receive credit for their training and accomplishments, and those students are at a disadvantage when they apply for college compared to other students who have distinguished themselves as NFL members. The key here is that real-world communication skills must be developed at the league and district levels, which selects qualifiers to NFL Nationals. Superior communication and persuasive skills are essential for success in both the college classroom and professional life.

As a former policy and Lincoln-Douglas debater as well as student congress and individual events competitor, I appreciate the different skill sets that each event emphasizes, as well as the shared lessons on research methods and critical thinking skills. As a college professor, I note that my top students are most often former high school debaters who actively participate in class discussions and articulate persuasive arguments both in class and on written assignments. The Ethics, Politics, and Economics (EP&E) major at Yale College is an elite course of study which requires special application prior to the junior year to be admitted into the program. It is often known as the "debate major" because it attracts some of the brightest undergraduates at Yale and most of the students in the program are former high school debaters and/or members of the Yale debating team. It is no surprise that many of my students are entering their senior year of college with employment offers already in hand and quite a few of them already own their own companies. One of my graduating seniors, who is in the process of taking his company public, told me that his debate experience was a critical factor in persuading investors to support his business venture.

As a corporate advisor, I see the skills developed in forensics paying rich dividends as I work with talented managers at client companies and on teams with other consultants. Over the years, I have had discussions with many senior executives and managers, nearly all of whom identify effective communication, persuasion, and leadership skills as "absolutely essential"

for success and advancement in their respective organizations. Many of these successful business executives, government leaders, and non-profit directors do not directly attribute their graduate degrees to their own achievements but rather they point to the life skills and work ethic learned in high school speech and debate that started them down the road to success. One vice president told me that "my Ivy-League MBA got me my first job here but my forensics experience gave me the tools to be effective which allowed me to be promoted into my present position."

From someone who is active in both the academic and professional realms, I have some advice for high school students (and their parents) who are interested in pursuing their studies at a top college or university:

First, select an activity based on what you need to develop as a person, not necessarily what might look good on a college application or what your friends are doing. Consider the many benefits derived from participation in speech and debate that can help develop both personal and professional skills.

Second, parents should assist their children in selecting an activity as early in their high school career as possible but they must support them for the right reasons. Living vicariously through your children or forcing your children into an activity that is intended primarily to impress friends and college admissions directors will not yield the intended results.

Third, pursue your selected activity with true passion and seek to be the very best to the outer limits of your abilities. In the case of speech and debate, it will most likely mean focusing on improving your oral and written communication skills as well as your critical thinking skills. It also means working with your coach as much as possible and even seeking additional training and practice during the summer.

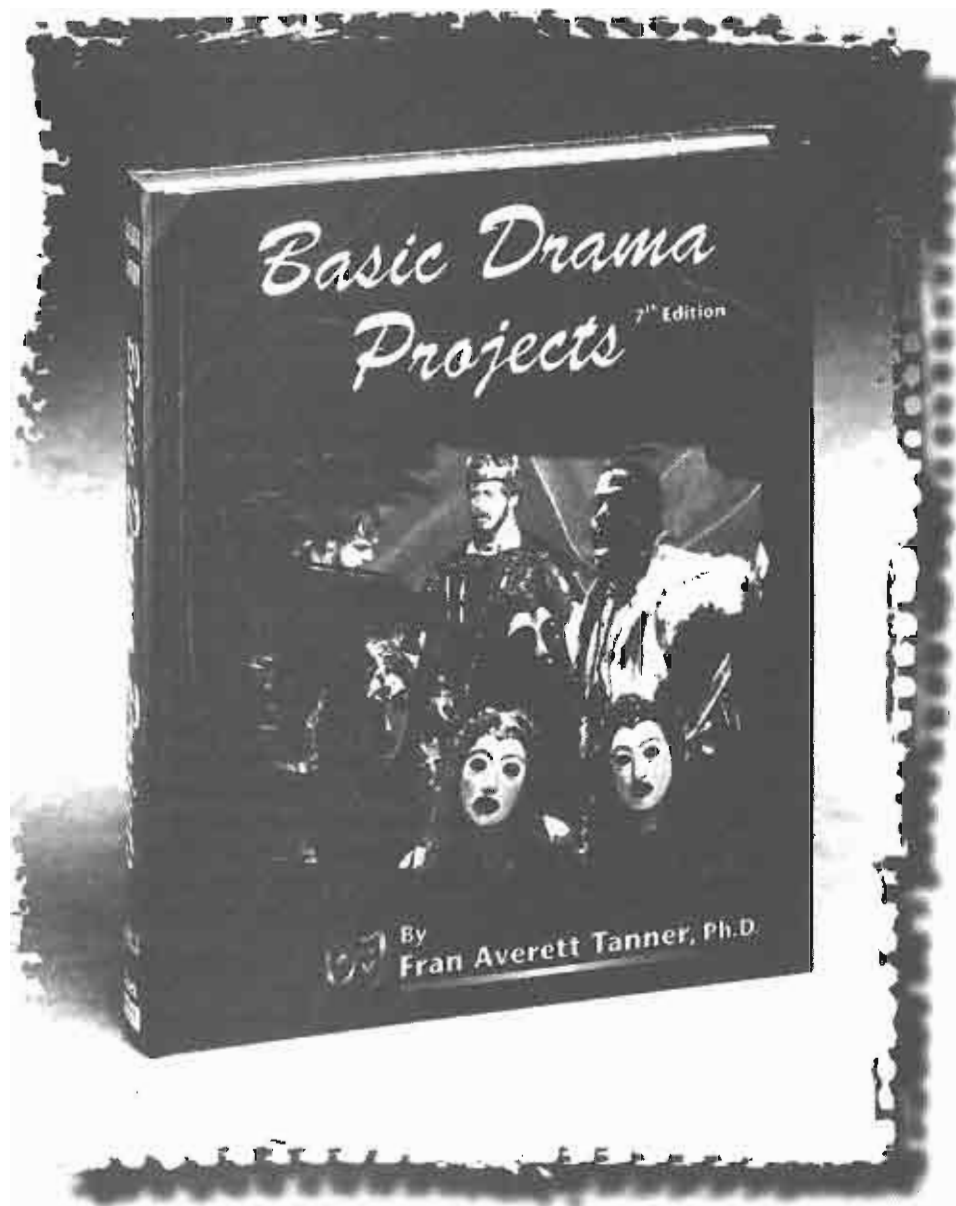
Fourth, document your successes and what you have learned. Many colleges will accept portfolios of work where you can demonstrate your intellectual development and progress. Do not merely list on your college application form the forensic awards that you have won but discuss in your personal statement or essay how you have developed your intellectual curiosity and enhanced your ability to pursue your academic interests through participation in forensics. How has dedication in forensics made you a better person ready to pursue

more advanced intellectual and professional challenges?

Finally, keep in mind that colleges have a mission to train future active citizens and leaders. Concentrate on enhancing your passion for speech and debate by developing your communication, work ethic, time management, networking, and social as well as professional skills as your primary objectives. If you develop your abilities in these areas first, competitive success will inevitably follow.

The world is changing rapidly and there is an ever-competitive global economy in which we as Americans will have to compete. In my opinion, there is no better activity that will develop essential academic, professional, and life skills than dedicated involvement in speech and debate. Colleges and employers are actively seeking these skills and when it comes to selecting extracurricular activities, like many other things in life, those savvy high school students who will win admission to the best schools will select quality over quantity.

MINH A. LUONG is Assistant Professor in the Ethics, Politics, & Economics Program at Yale University and International Affairs Fellow at the Yale Center for International and Area Studies where he teaches both graduate and senior seminar courses. A sought-after corporate consultant, Professor Luong advises multinational corporations in the financial services, telecommunications, insurance, and professional services fields on human resources, training & development, operations, crisis management, class-action lawsuits, and merger & acquisition (M&A) issues. He continues to be active in the forensic community as he is the volunteer director of the National Debate Education Project, an organization that offers affordable, non-commercialized forensic education seminars across the country. He is member of the Tournament of Champions Advisory Committee and is serving his eighth year as the Director of Lincoln-Douglas debate at the TOC. He has served as Chairperson of the Communications Studies Department at Pinewood College Preparatory School (CA), Director of Debate at San Francisco State University, and Director of Forensics at the University of California at Berkeley. Minh is the only person to have won the National Collegiate Lincoln-Douglas Debate Championship title both as a competitor and coach. As a high school coach, he guided his students to great success at regional and national tournaments in L-D and policy debate as well as individual events. He serves as the Academic Director and Senior Instructor at the National Debate Forum held at the University of Minnesota and previously served as Curriculum Director at the Stanford, Berkeley, and Austin National Forensic Institutes. Professor Luong can be reached at <minh.a.luong@yale.edu>.



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PRESUMPTION AND BURDEN OF PROOF

by
R.J. Pellicciotta



The Nature and Importance of Presumption and Burden of Proof in Lincoln-Douglas Debate

Presumption and burden of proof are two terms rarely uttered in the context of a Lincoln Douglas Debate round. Despite the fact that these terms are not part of the language employed by value debaters, these two concepts often lie at the heart of argumentation advanced by such debaters as well as act as key factors in the decisions rendered by their critics. The Lincoln Douglas Debate community would be served greatly by examining the nature of these two concepts.

In order to begin a discussion of burden of proof and presumption it is first necessary to determine what exactly is meant by each of these terms. These two terms refer to the standards one applies to the different sides involved in a debate. They define what is the responsibility of each side. The side with the burden of proof is responsible for proving the validity of their position. In the absence of such proof, one must favor the other side. This side is said to have presumption. The side which enjoys presumption must simply establish why the opposing side has failed to meet its burden and should be favored in a case where there is not a clear distinction as to which position is superior. These standards are extremely important because they dictate how a critic should approach their decision and thus often determine which side will ultimately win. Given the importance of these issues it is vital that as competitors, coaches, and judges we attempt to understand the nature of presumption and burden of proof in L/D, as well as the reasoning that underlies these standards.

There is a misconception that the rules of L/D prohibit the use of standards of presumption or burden of proof. I argue that such a statement is a misinterpretation of the guidelines currently in place. Those guidelines state that there is no *prescribed* presumption or burden of proof. I believe it

would be erroneous however to surmise from this that such concepts are not allowed in value argumentation. Presumption and burden of proof are acceptable standards in a Lincoln Douglas Debate round when established by one of the debaters. The rules concerning such standards simply prevent these ideas from being automatically connected to one side or the other. In other words, the affirmative does not have the burden of proof simply by virtue of being the affirmative and the negative does not have presumption simply by virtue of being the negative. The instructions on the NFL ballot clearly illustrate this:

"The burdens on the affirmative and negative positions are not prescribed as they may be in debates on propositions of policy; therefore decision rules are fair issues to be argued in the round."

Depending on the nature of the topic being discussed either side could argue that presumption lies with the position they are defending. The fact that presumption is not prescribed simply means that the debaters in the round must establish the appropriate burdens through their own analysis. The two sides should begin the debate with equal burdens. That is the essence of what it means to not have prescribed burdens. This can and should change however, in light of analysis from one side or another showing why their position should enjoy presumption. Very often debaters will attempt to undermine their opponent's attempt to establish such standards by claiming that it is unfair or possibly arguing that there should be equal burdens of proof. This line of reasoning is flawed because while it doesn't automatically give one side or the other presumption, it does assume that there

is a prescribed set of burdens. Essentially this line of thinking tells us that we should prescribe burdens in an equal manner. While this would certainly seem more fair than one side automatically receiving presumption it is nevertheless a prescribed burden. It fails to allow the debaters to argue for themselves how the issues in the round ought to be evaluated. If we accept that there are no prescribed burdens in L/D Debate then we cannot accept that burdens should be equal in the face of explanation and analysis to the contrary. If one side in a debate can make persuasive argumentation as to why presumption should lie with their position then it is only fair that such standards be accepted. Let us take a look at several examples from various topics that illustrate this:

Topic: *In the United States a journalist's right to shield confidential sources ought to be protected by the first amendment.*

On this topic the affirmative often argued that presumption should lie with a free press. In other words, unless the state could provide an overwhelming and compelling reason for forcing the press to reveal its sources they should not be required to do so. The press did not have to justify why they should be allowed to keep their sources confidential. The reasoning behind this was that the necessity of a free press was so great that we must err on the side of caution rather than risk deterring the press from fulfilling its function as a watchdog on the government and society.

On this same topic the negative often advanced an argument that presumption should lie with the literal text or framer's intent of the constitution. Since the notion of protecting confidential sources was not explicit in the constitution or part of the intent of its framers it did not merit protection. The affirmative had the burden to prove that protecting confidential sources was the in-

tent of the first amendment if it was to uphold its burden. The reasoning behind this analysis was that adding things into the constitution was undemocratic and undermined the legitimacy of the government.

Topic: *On balance, violent revolution is a just response to oppression.*

On this topic there is a very strong presumption argument that can be advanced by the negative. The sanctity of human life provides a strong basis on which to establish a presumption against the use of violence. In other words, if one chooses to employ violence as a means to achieve some ends, he or she must justify why such actions are appropriate. Many theories tell us that violence is only justified as a last resort, or that violence must be necessary in order to be justified. In addition one could argue that violence must be effective in achieving its desired ends or else it cannot claim to outweigh the loss of human life that accompanies it. Once the negative has established this it can proceed to argue that violent revolution is neither necessary (since there are other means to respond to oppression) nor effective (since empirically it has not lead to positive social change). In the end only when the affirmative can meet both these standards can it uphold its burden.

Topic: *The public's right to know ought to be valued above the right to privacy of candidates for public office.*

The nature of this topic allows the negative to make a presumption argument concerning the importance of the right to privacy. In all likelihood the affirmative position is not going to deny the existence of the right to privacy. The affirmative position would most likely focus on the special status of candidates for public office and how this uniquely impacts their rights. The fact that the affirmative recognizes the legitimacy of privacy in general allows the negative an opportunity to establish presumption. By only advocating a limit on the privacy of candidates the affirmative implicitly acknowledges that privacy should only be limited when there is a clear and compelling interest which it conflicts with. In the absence of such an interest we must respect privacy rights. This establishes a burden on the affirmative to show that knowledge of the private lives of candidates is a clear and compelling reason to justify limiting the individual's privacy. In essence all the negative must establish is that knowledge of a

candidate's private life is not of overwhelming importance and therefore cannot justify infringing on the right to privacy. The negative need not prove a reason to protect privacy, but rather then no reason can be established to limit it.

While the aforementioned examples illustrate that there can be presumption and burden of proof in L/D even when not prescribed; this does not necessarily mean that it would not be advantageous to have such standards formally established. Some would argue that presumption and burden of proof should be prescribed, as is the case in policy debate. Those who advocate this position believe that topics should be framed in such a way that the affirmative has the burden of proof and that the negative should be given presumption. The major problem with such a proposition is that it would seem to violate the fundamental principle used to justify the existence of presumption and burden of proof; the idea of fairness. In order to illustrate this idea we can look to two examples of cases where prescribed burdens are seen as completely acceptable. First is the case of a criminal trial. In such a proceeding there is a presumption of innocence towards the person accused of the crime. The prosecution on the other hand is considered to have the burden of proof. In fact they must not simply prove their case, but must do so beyond a reasonable doubt. The reasoning beyond such standards is the idea that they ensure the fairest outcome. In other words, we recognize that the greatest possible injustice would be for an innocent person to be punished for a crime they did not commit. The result is that burdens in a criminal proceeding are prescribed in the fashion explained above to ensure the fairest result possible.

In an academic policy debate, the affirmative is given the burden of proof and the negative presumption. The primary reasoning for such standards is that since the affirmative is advocating a change from the status quo they have the burden to prove why such changes should be undertaken. The risk inherent in change is considered to be greater than the risk in maintaining the current system unless it is proven otherwise. The framers of any policy resolution are aware of this reasoning and therefore always frame the resolution such that the affirmative is advocating change. The reason why this is appropriate brings us back to the notion of fairness that I have claimed is at the heart of any justification of standards of proof in a debate or contest.

Since the affirmative is given the discretion of picking the policy to advocate in support of the resolution; essentially allowing them to define the ground of the debate; it seems only fair that they be given the burden of proving their position. The fact that the overwhelming number of teams in flip for sides rounds select the affirmative should be proof that this is seen as the inherently more advantageous side. The fact that this side also is given the burden of proof therefore would seem to aid in ensuring a fairer contest.

Turning to Lincoln Douglas debate as it is currently practiced, such reasoning would seem to lead us to the conclusion that prescribed burdens of proof are not appropriate. Unlike policy debate the affirmative in L/D does not possess an automatic advantage. In fact the opposite is more likely to be true. The affirmative in L/D often is seen as being at a distinct disadvantage due to the time constraints. While the same could be said of policy debate; the advantage mentioned above of being allowed a broad amount of discretion in defining the particular focus of the round seems to counter the disadvantage in speech times. In L/D, while the affirmative has some deal of discretion in deciding how to approach their position, it is nowhere near the ability of an affirmative team in policy to shape the entire nature of the debate through the selection of a specific policy to advocate. Lincoln Douglas resolutions are most often framed to capture a very specific value conflict whereas policy topics are framed in a manner to allow for a wide variety of options to be considered in support of the topic. In fact it is often the perception that a negative in L/D is at a distinct advantage. Unless the specific nature of a topic makes the affirmative more desirable the tendency is for the negative to be seen as the more advantageous side. If the affirmative in L/D were to be given the additional burden of having to overcome presumption it would seem to create an imbalance that would provide the negative with an unfair advantage. Since the purpose of burdens of proof is to ensure fairness it is difficult to view this as legitimate.

The major argument advanced in favor of prescribing burdens in Lincoln Douglas Debate is that it is necessary to provide the judge an adequate framework with which to make a decision. The first problem with this claim is that it ignores that fact that such standards can be established
(continued to page 32)



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NEW PERSPECTIVES ON VALUES AND CRITERIA IN LINCOLN-DOUGLAS DEBATE: THE CASE FOR CONTEXTUAL STANDARDS

by
Minh A. Luong

Since its introduction as a National Forensic League event, coaches and competitors have debated over proper roles, if any, of value premises and criteria in Lincoln-Douglas debate. If Lincoln-Douglas debate is to fulfill its potential as a pedagogical vehicle for critical thinking, superior speaking, and persuasion within a discussion on contemporary public affairs, it must be able to support reasoned decision making and application to the empirical world as called for by current Lincoln-Douglas debate resolutions.

In this essay, I will argue that given the current brevity of the L-D time format, a reconceptualization of the role of values and criteria is necessary and that contextual values, rather than abstract values, should be used in high school Lincoln-Douglas debate. I begin the essay noting that values and criteria are used in everyday life and that training in explicit decision rules is an important pedagogical goal. After making several observations about the current treatment of values and criteria in contemporary Lincoln-Douglas debate practice, I will introduce several new standards and provide several examples that illustrate my point. I will conclude with a discussion on the real-world benefits of the changes that I am advocating.

Values and Criteria Are Part of Everyday Decision Making

Whether we consciously recognize it or not, individuals and organizations use values to guide their behavior and criteria to judge the rightness, appropriateness, or effectiveness of that behavior. For example, students might set a goal to become more time efficient and would apply certain standards to determine if they were successful. Are they completing more assignments in the same amount of time? Is the quality of their work substantively better? Are they able to finish their homework in less time that will allow them to work on other tasks or have more recreational time? Although the goal was the same, there were slightly

different standards of measurement applied to that goal. Therefore, by selecting a value, or goal, and applying the appropriate standard for success, we can properly and consistently determine if, in fact, students were successful in becoming more time efficient. In the business world, companies value success, but how they measure or attain success is very different. For example, a young company's criterion for success may not be not attaining profits but instead, gaining market share which is essential for long term growth.

We make value judgments based on choices within contexts which is a significant oversight that we make in current Lincoln-Douglas debate practice. Very rarely in the real-world do we think about the overarching value of "justice" or "social progress" when discussing public affairs subjects similar to those framed in Lincoln-Douglas debate resolutions. Instead, we think of instrumental values which are lower level values that have a more direct relationship to the subject matter.

A concept that is familiar to most people is the notion of applying criteria to values, for a criterion serves as a standard by which to measure attainment of the value or the degree of success. There are a number of ways to think about criteria and some of the most common are:

- **Standard of measurement**, which establishes a unit measurement such as dollars or other measurable standard.
- **Selection mechanism**, which establishes a course of action given certain conditions. For example, John Rawls' Difference Principle stipulates that resources should be distributed equally and if there are any remaining inequalities, they should be distributed to favor the least advantaged.
- **"Finish line,"** which merely signals success once a certain condition has been met or reached. For example, economic equality is met when all citizens have basic

needs met.

- **Means of attainment**, which sets a path to reach the value or goal. For example, a very robust debate can be over achieving the value of economic prosperity. Should we adopt a "trickle down" economic plan based on tax cuts for the rich and corporations or increased government spending on social programs?

- **Filtering mechanism**, which isolates only certain issues related to the resolution. For example, successful debaters have used this type of criterion to persuade judges to accept only human rights-based arguments when determining trade policies.

Given a value or goal, most students can identify ways of determining proper criteria, given some coaching. The two most common stumbling blocks are to try to apply several standards of measurement, some of which might conflict, instead of a single criterion and thinking too narrowly about what constitutes a criterion.

The Essential Need for Training in Value Premises and Criteria

Given the fact that we use values and criteria everyday, Lincoln-Douglas debate can and should be an event where proper value premise development and appropriate criteria selection are emphasized. There are several vocal opponents of the use of value premises and criteria in Lincoln-Douglas debate but many of their criticisms are based on the fact that many students do not use them correctly. This is hardly adequate reason not to use such a valuable decision making tool. While I am in agreement with other argumentation theorists who have made the claim that values and criteria can be implicit or less formalized, I believe that those are more advanced models of argumentation better suited to mature varsity high school competitors or collegiate debaters. If we are willing to adopt a more empirical view of values and criteria in high school Lincoln-Douglas debate as reflected in the empirically-based L-D resolu-

tions of the past several years, explicit modeling can be very educational to our students. Equally advantageous is the usefulness of goals and decision rules to assist judges, especially lay judges, in rendering well-reasoned decisions.

Criterial mechanisms are decision rules that guide individual, organizational, and societal actions. When we teach our students to carefully craft a rule that sets a standard or standards for making a decision, we will have empowered them with a tool that will serve them well for the rest of their lives. In the competitive forensic setting, judges will find themselves intervening far less often when bright-line standards for evaluation are explicit in the debate.

Existing Guidelines Support the Use of Values and Criteria in Lincoln-Douglas Debate

One of the original tenets of Lincoln-Douglas debate was to emphasize discussion on the value premise and criterion. NFL L-D Guideline #1 (a-c), found in the 2000 NFL Appendices on page TA-6, sets clear standards on the format and focus of a Lincoln-Douglas debate:

- "Establishing [sic] of a value premise..."
- "Establishing [sic] of a values Criteria..."
- "Clash in the debate based upon the values criteria and/or the value premise."

Yet, over twenty years after Lincoln-Douglas made its debut as a high school event, there is still no consensus on the use and application of the value premise or criterion. Ideally, both are identified and applied in the round. But more frequently, values are identified in the affirmative constructive speech and then paid lip service in rebuttals, values are mentioned in the affirmative constructive, then completely ignored, or values are not mentioned at all. Defenders of the latter practice claim that the judge should be persuaded by the debaters to render a decision. But my response to them is "based on what?" Despite the trend in collegiate and high school policy debate of providing judging philosophies or even post-debate oral critique, that practice is still nascent in L-D debate and some regions even discourage the practice. Thus, left with no way of knowing which standards judges will use in rendering decisions, unless our students can read minds or auras, debaters are literally walking into the debate in hopes of presenting the "magic bullet" argument and leaving the decision to the personal standards of the judge.

Coaches who advocate the no values/no criteria philosophy contradict themselves when they preach about audience analysis and adaptation. How are our students expected to obtain this information? The bottom line is that debaters must be allowed to take responsibility for their advocacy, as they will be expected to in the real world and include their value premise and criterion to set the decision rule for the debate.

In fact, judges want value premises in the round and consider criteria an important part of the debate process. Mitch Gaffer's study on current Lincoln-Douglas practice and opinion published in the November 1999 *Rostrum* found that 78% of judges at the 1999 NFL National Tournament consider value premise/core value a mandatory part of Lincoln-Douglas debate. (Judges rating question 3D a "4" or "5"). The Gaffer Study also revealed that 69% of judges consider criteria essential to clarify the value premise/core value. (Judges rating question 3i a "4" or "5"). It seems that we are witnessing a growing trend that judges are looking for goals and decision standards in the round. The problem is that current practice falls short of those legitimate expectations.

Problems With Current Practice in Lincoln-Douglas Debate

Most Lincoln-Douglas debaters identify a very abstract value such as "justice" or "progress" and try to apply it to a specific empirical context stipulated in the L-D resolution. The result is a lack of context and precision because abstract values are "too high" for empirically-applied L-D resolutions to be adequately analyzed in just 13 minutes. This is tantamount to using a meat ax when, in actuality, a scalpel is required. Additionally, current practice is actually counter-productive to the educational goals of debate because it promotes shallow analysis and is difficult for judges to understand.

Judges do not see the "value" in contemporary value debate rounds because use of overly abstract values results in a loss of meaning and relevance as it is applied to the resolution. In fact, using the highest, most abstract value is *exactly the wrong standard* for today's applied Lincoln-Douglas debate resolutions. Those debaters who claim that their value should be upheld because "it is the highest value in the round" are not only setting themselves up for a much tougher argumentative burden, but they are actually providing reasons why

their value should not be used by the judge.

Use of abstract values and even worse, focus of the debate over competing philosophical theories, sidesteps or completely ignores the discussion over the actual debate resolution. Under the present paradigm, it is possible for debaters to discuss the same issues of "justice" or "freedom" despite changes in the resolution. Clearly, current practice is not promoting discussion on the range of issues that is demanded by frequent changes of debate topics.

There are a number of theoretical foundations upon which to base use of applied or contextual values. The following theorists have developed frameworks that support the issues identified in this essay:

- **Value clustering.** Milton Rokeach or Wayne A. R. Leys argues that for each idea, there are a number of values that are directly related. By using value clustering analysis, we can identify the most relevant values and make better decisions by using values which are the most relevant.

- **Cluster-Agon Method.** Rhetoric scholar Kenneth Burke takes a similar but more theoretical approach compared to Rokeach and Leys to isolate the most relevant values to a proposition.

- **Resolutional Relevance.** Debate coaches Tom Murphy and Melinda Murphy argues that abstract values are not useful and that debaters should use values that are proven to be relevant to the resolution. It would be up to the debaters to provide that analysis but Murphy and Murphy points out that the process have significant educational benefit.

- **Intrinsicness Theory.** Communications professor and college debate coach Kenneth Bahm-Broda advocates that the best standard for evaluating arguments is how intrinsic, or directly relevant, it is to the resolution. By adopting intrinsicness standards to Lincoln-Douglas debate arguments and interpretations, we can encourage students to keep their arguments and focused on the topic.

With respect to criteria, current practice also reveals an underutilization of robust criterial standards in Lincoln-Douglas debate. The two most common are:

- **Value Maximization Standard**, which states “whoever best upholds [insert value here] wins.”
- **Cost Benefit Analysis**, which states “the good outweighs the bad.”

Neither of these so-called criteria provides clear, bright-line standards for judges to utilize in making a decision in the round because both beg the question for clear measuring standards. Adopting criteria mentioned earlier in this essay would go a long way towards implementing clear decision rules.

A Proposal for New Contextual Standards for Values & Criteria

The adoption of contextual values and clear criteria can keep debates focused and relevant to the resolution, assisting judges with decision making and making the debate more educational for students.

The new contextual standard for the value premise is simply that value premises should be directly related to the resolutional issue or conflict and that debaters must justify the selection of those values. It only seems logical that debaters should tailor their analysis to the requirements of the debate topic and be prepared to justify their selection of issues.

The new standard for criteria or decision rules is that they provide a clear “bright-line” standard for argument evaluation. Using any of the five suggested criteria (standard of measurement, selection mechanism, finish line, means of attainment, and filtering mechanism) would meet such a standard.

To illustrate my proposal, I will present some real world and debate-centered comparisons.

Topic: Business Success	Current Practice: Abstract Values and Criteria	New Contextual Standards
Value(s)	Success	Profitability
Criterion or criteria	Profit	Increase in post-expense revenues or shareholder value
Comments	Vague and offers no clear standard of evaluation	Isolates one type of success and offers clear standards for evaluation
Topic: Justice	Current Practice: Abstract Values and Criteria	New Contextual Standards
Value(s)	Justice	Due process
Criterion or criteria	Protection of rights, due process	Consistent application of legitimate laws
Comments	Vague and offers no clear standard of evaluation	Isolates one interpretation of justice and offers a clear standard for evaluation

Conclusion and a Call for Discussion

At present, there is a tremendous amount of unrealized potential in Lincoln-Douglas debate. The opportunities to promote better critical thinking skills, tighter argument structures, better application of ideals and principles to real-world issues, and persuasive communication skills can be fulfilled by adopting contextual value premise and criterion standards in Lincoln-Douglas debate. The changes advocated in this essay need not be implemented by changing the NFL L-D guidelines. Instead, the debate community can adopt this model and integrate it into the way we train and judge our students. By tightening argumentative structures that more realistically connect theory to the empirical world, we teach students persuasive decision-making skills that are more relevant in to their studies and later professional life. I hope that this essay begins a vigorous discussion over the accepted practices in the National Forensic League’s most popular debate event.

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¹ The concepts in this brief essay were originally presented at the 1999 National Debate Coaches Association in Chicago, IL. Feedback from those in attendance helped shape the further development of the arguments presented here. While I am indebted to all those who offered suggestions, in particular, feedback and support from Jane Boyd, Jenny Cook, John Gibson, Sheryl Kaczmarek, Paul Metcalfe, Fred Robertson, and the faculty and students at the 2000 National Debate Forum Lincoln-Douglas Debate Institute were particularly valuable. I am, however, solely responsible for any errors or omissions.

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Shane C. Mecham

L/D Debate Demands

These days Lincoln-Douglas debaters are being asked to do more with less. Students are expected to cover an increasingly large number of diverse individual arguments while, at the same time, drawing out a few central issues. Particularly on the affirmative, after striving to cover the "line-by-line" in four minutes, the second affirmative rebuttal is expected - in three minutes - to "crystalize voting issues" while remaining true to the "flow debate." Meeting both of these important, yet often opposing, demands requires us to consider new 2AR strategies.

The Second Affirmative Rebuttal

The second affirmative rebuttal is currently limited to a select few popular strategies. Some students still attempt to "go down the flow" and discuss each argument in the scant amount of time allotted. Most coaches and competitors in the community have rejected this strategy because there is too little time to perform such a daunting task in the last speech. The most common approach is for the affirmative debater to review a few "voting issues" in the waning moments of the debate.

This voting issues approach does a poor job of meeting the two opposing demands placed on Lincoln-Douglas debaters. **First**, the voting issues approach obviously does not cover the flow. The vast majority of arguments are not mentioned in the summary of the debate. Some of these positions may be duly omitted because they bear no significance in the round, but other important ideas are overlooked by whim or error. **Second**, the voting issues approach

THE DIVIDED 2AR

by
Shane C. Mecham

is often a poor way to summarize the debate. There are few, if any, standards to determine which arguments are "voters." Many debaters choose which issues to highlight based on instinct. Some competitors have very good argumentative instincts, but others do not. At any rate, "instinct" is an awfully nebulous method of crystalizing the round.

New Approach to Second Affirmatives

These shortcomings warrant new approaches to the second affirmative rebuttal. A community comprised of so many creative minds should easily be able to come up with as many formats for the 2AR. One different option is the "divided 2AR." This perspective, if executed well, offers some benefits over traditional approaches. Of course in competitive debate no framework is perfect, and the divided 2AR is no exception.

In this scenario the second affirmative rebuttal would begin by evaluating the negative case. Ideally, the debater would compress the negative side into two positions. The situation could either be that at the end of the debate only two negative arguments remain relevant, or it could be the case that all of the negative arguments fit into two broad categories (e.g. individual rights and governmental legitimacy). The affirmative debater would preview these main points and then discuss how/why s/he wins these issues. The 2AR should endeavor to spend thirty seconds on each point or a minute on the entire negative side of the debate. Then the rebuttal would progress to the affirmative side of the flow. There too the affirmative case would be condensed into two topics or categories of topics. After a preview, the affirmative would spend thirty seconds capturing each issue or a total of one minute on the affirmative side of the round. At this point, theoretically, the affirmative is winning four major issues in the round. Then, with the last minute, the 2AR truly weighs or crystalizes the debate. The competitor writes the ballot for the judge by explaining how these four arguments relate to one another and to the

rest of the debate. In other words, the debater answers the judge's hypothetical question, "In light of your capturing these four arguments, why should I affirm the resolution?" During a divided 2AR at its best the judge should be able to write down, word for word, the last minute of the rebuttal as his or her reason for decision. In other words, the affirmative debater should be spending the last minute of the round saying precisely what s/he wants to read on the ballot during the trip home.

Bridging the Gap

Despite its name, the divided 2AR seeks to bridge the gap between the competing demands that debaters face. **First**, it provides better line-by-line coverage. In the first two minutes the rebuttal umbrellas all of the little issues in each case under a few general headings. This process is more efficient when one looks at each side of the round separately. While there is not enough time to repeat the thirteen reasons that the affirmative is winning a given issue, such a reiteration of the 1AR is unnecessary. A prepared competitor would be able to use those thirty seconds to explain the larger story that those thirteen little reasons tell about why s/he has captured a given issue. **Second**, the divided 2AR offers a more cohesive summary. By breaking the time down per minute competitors can keep themselves on track based on basic hand signals from the time keeper. Cramming each portion into a thirty second span will limit debaters to the big picture. That way they do not get bogged down in the minutia of the first voting issue and glaze over the rest. **Finally**, this approach reserves time for true crystalization. A common complaint among judges (myself included) is that we have to intervene, to an extent, because no one told us how to weigh the issues in the debate. Dedicating a minute to that very mission will force competitors to switch places with the judge and think about what a ballot in their favor would look like. Group discussions could center on how to weigh specific combinations of issues on a specific resolution. Debaters should practice this (Mecham to page 32)

AN INVITATION TO JOIN THE LD-L LISTSERV A VIRTUAL LINCOLN-DOUGLAS COMMUNITY

by
Paul Wexler

Communities can grow almost anywhere. I have been privileged, in my role as founder of the Lincoln-Douglas listserv or 'ld-l', to midwife one of these communities. The small society is based in large part on the exchange or verbal writings. As the Talking Heads put it, one can "transmit the message, to the receiver, hope for an answer some day"- in this case, sooner rather than later.

The Lincoln-Douglas Listserv was founded in 1995 as a counterpart to policy debate's CX-1. While the occasional L-D message would find its way to CX-1, the sheer volume of material seemed to dictate a need for a Lincoln-Douglas oriented mailing list. As a coach heading up a brand spanking new program, such a service also seemed to be a way to help my students quickly become part of a larger debate community. Five years later, despite the occasional glitch, the list is still helping to serve this need.

Indeed, to use a hackneyed phrase, the ld-l is a "marketplace of ideas" in action - or at least as close as many of us are likely to see.

Your messages go directly from your keyboard to the computer screens of subscribers nationwide. Unlike traditional mediums, such as television or print media, there is no editor to filter messages based upon the credentials of the author, or the content of the message. Ideas can be evaluated based upon their own merit. The ensuing discussions can be engrossing. Or, at times, the discussions can be trite, or even worse. In a world where everyone can post, at times it can seem sometimes as if everyone does. Many people send messages of great insight, and many, well, do not. While some are excluded or hindered due to the costs of technology, the increasing prevalence of computers in schools and libraries somewhat mitigates difficulty.

The other problem is that on occasion messages reach list members in seemingly random order. Thus, one often receives several responses to a message, or 'post' before receiving the original post itself. This can be true even for the author. This is largely due to the limits on the technology of email transmission, and occurs less often than at one time. When it does happen, it can make for a rather surreal experience.

Overall, the educational opportunities are quite valuable. The ongoing dialogue serves as a topic brainstorming session far beyond the capacities of a single team. The interactions between people from different parts of the country exposes list members to new ideas and conceptions about debate.

While previously such conversation might take place at the occasional conference, or hurried between rounds at a tournament, now dialogues can occur on an ongoing basis. The fact that coaches, students, and "friends of the activity" can all engage in conversation without too much regard to traditional hierarchies is a boon to discussion and our understanding of the activity.

Among perennial yet productive topics are the role of criteria and core values in Lincoln-Douglas debate, the philosophy behind breaking (or not breaking) elimination round brackets, and the proper use of evidence.

To subscribe or join the ld-l, send an email message to majordomo@world.std.com with the single phrase "subscribe ld-l" in the message body. Please strip the message of any other words. It is not necessary to include a subject heading. Majordomo is the software that runs the daily functions of the list, not a "real" person, so it is rather like using a touchtone system, only with one button to press.

Unfortunately, due to a flurry of abu-

sive posts last fall, it was necessary to end the former "open" subscription policy. Due to my other obligations, it may take approximately a week for your request to be processed.

When you send your request to the majordomo, you will receive a message notifying you that your request has been sent to the list moderator, myself, for approval. In turn, I will send you a message asking you to confirm your identity before being admitted to the list. Typically, school, work, and "paid for" accounts have more latitude than free email accounts. If you have a free email account, such as hotmail.com, yahoo.com, or mail.com, you must be verified either by a list member of long standing, or by some quasi-official personage.

As a last resort, you may send a photocopy of an official ID to Paul Wexler, Debate Teacher, Needham High School, Social Studies Department, Needham, MA 02492. Only a few people have found it necessary to take this step, however.

After approval, you will receive many many messages daily. If you wish to receive one or two large compilations of postings, rather than many small individual ones, you may wish to consider subscribing to the digest version. To do so, follow the preceding directions, except the phrase send should be "subscribe ld-l-digest".

There is an archive service available for those interested in accessing old messages. The website is <http://www.westman.org> and is run by Mike West of the University of Texas.

Please consider joining our community.

(Paul Wexler is the owner/moderator of the Listserv. Paul currently coaches at Needham (MA) High School)

THE SOCIAL CONTRACT:

by William H. Bennett

A Lincoln Douglas Debate Introduction

The "social contract" is a label for philosophical explanations of what individuals and governments owe to each other. It begins with the question "why do we have or create a government at all?" And once we have a government what does the government owe to its citizens? What should citizens give to the government, what debt does a person rightly owe to the government?

Social contract theories attempt to explain why we should, most of the time, obey governmental laws and authority. They attempt to explain when we should not obey government, when change or even rebellion or revolt is justified. Many (though not all) social contract theories start with the premise that people lived in "a state of nature" before governments were formed. And that in this state of nature conditions were savage and brutish, with the strong harshly dominating or killing the weak. These conditions lead most people to band together to defend themselves, to form simple governments. In exchange for the help of the government (in defense initially, and then education and other benefits) the individual gave up some liberties (e.g. agreeing to pay taxes or serve in the military).

There are many different versions of the social contract theory. Plato set up one and then attacked it in book 2 of *Republic*. Hobbes described a monarch centered version in *Leviathan*. The two most famous are Locke's (in his *Second Treatise of Civil Government*; it had a major impact on the leader's of the American Revolution), and Rousseau's. Rand's individualism and Rawls' call for government to err on the side of the weak or oppressed also contain notable assumptions about the proper relationship between individual and government.

Critics of social contract theory attack with great success at the starting point,

or a key premise. They correctly point out that no "state of nature" ever existed for people. Homosapiens have always been social creatures. From the beginning cooperation dominated over individualism, sharing over raw individual force. Peter Laslett, of Cambridge University, wrote in *The Encyclopedia of Philosophy* (Volume 7, page 467): "Nevertheless, since contract proceeds by abstracting the individual from society, and then by reassembling individuals again as society although they are by definition a social abstractions, the general contractual social and political scheme seems incurably faulty, quite apart from the empirical objections to it on the part of contemporary social scientists."

Where most critics have failed is in identifying an alternative explanation for why governments exist and what the proper trade-off is between personal freedom and responsibility, or payment, to the government for its services.

Most Lincoln Douglas debate topics involve social contract issues. Look, for example, at the 2001 NFL L/D BALLOT published in the September, 2000 issue of *Rostrum* (on page 4). The first topic includes the phrase "a nation's right to limit immigration". To know what rights a nation has we can begin with the questions "what is the social contract that establishes nations? Do these contracts give nations the right to close their borders?"

The fifth topic talks about "the right to privacy of candidates for public office". But does such a "right" even exist. If government is created because of a social contract don't the citizens have "a right" to know anything they want about their government? Or at least about the people who run it?

The sixth possible topic is "On balance, violent revolution is a just response

to oppression". This is a question at the core of Locke's writings. And it is discussed in every contract theory, when if ever can the social contract be nullified or changed. The seventh possible topic addresses justifying "governmental infringement of a patent right". To know when government is and is not entitled to do something don't we first need to agree upon the powers and functions of government? To do that a Lincoln Douglas debate case needs to identify the best relationship between the person and the political power structure, an issue directly addressed by social contract theorists.

One of the most American of Lincoln Douglas debate topics is number eight: "Decentralized governmental power ought to be a fundamental goal of democratic society". This topic reads like a line on social contract theory from Hume, Locke, Jefferson, and Madison. It is an enjoyable and deceptively simple topic question that has challenged political philosophers for centuries. In team debate it reoccurs on almost every topic under the label of "the federalism disadvantage". Which side you take depends almost certainly upon your view of the social contract.

If you want to learn more about social contract theory the standard account is J. W. Gough, *The Social Contract* (revised edition, 1957). Ernest Barker is succinct in the World Classic series *Social Contract: Essays by Locke, Hume, and Rousseau* (Oxford, 1948). And there is a major section on the issue in *Core Reading in Lincoln Douglas Debate* (CDE, 2000).

(William H. Bennett is Chairperson of the CDE National Lincoln Douglas debate camp. This article is copyrighted by William Bennett.)



CIVICS

IN THE

CLASSROOM

by Professor Paul Lorentzen, Chair
PER Youth Program Committee
Series - Article 5

» Why do we have a federal type government in the United States rather than a single centralized one like most other Western democracies?

» What accounts for the general anti-government feeling that has prevailed in the United States throughout its history?

» Why is government employment in the United States not considered the prestigious and sought-after career path as it is in most other countries?

These are subjects we are now ready to consider based on the preceding four articles in this series, i. e.:

In our country the term "government" has little meaning unless one specifies the *level* to which reference is being made: local, state or federal/national.

In addition, it is necessary to make it clear which government *branch* one is talking about: executive, legislative or judicial--or all three.

Thus the terms "government work" or "government job" carry a false implication, i.e. that all public sector employment is similar--when in truth the positions range from elected and appointed executives and judges, elected legislators, and millions of professional/technical/managerial/administrative/clerical employees in hundreds of different occupations.

A Federal Government

There are multiple reasons why

our country's government was established in 1789 on the federal principle and has operated thereon ever since. The thirteen colonies differed widely in many respects, and all were antipathetic to a single powerful central authority having just rebelled against what they considered such a government in England. In addition, the new country was very large and spread out; contained a wide variety of religious and economic groups among the colonies; and consisted of a very heterogeneous, individualistic and anti-elitist people.

So what homogeneity existed consisted of just this desire to be as free as possible from distant, superior authority--to enjoy local/regional autonomy combined with a national government of specified, limited powers. And that is exactly what our constitution written in 1789 established. It was the genius of the Founding Fathers to create a government based on federalism (as to level) and separation of powers (as to branch) which has been flexible enough to exist and flourish for the same 210 years ever since.

An Anti-Government Feeling

The major factor in breeding and sustaining a general anti-government feeling throughout American history was the immense geographic size of the country as it expanded ever westward. During the 19th century and into the 20th, the United States attracted people wanting to get away from the political, religious and social strictures of the Old World--for here there was room and space to develop new lives and livelihoods. And one could always move onwards/westward if government rules and regulations interfered with one's

freedom of action.

Local, territorial and state authorities were far more significant and present in the lives of the average citizen than the distant national government in Washington. What that national government *was* good for was to dole out land after having helped to take that land from native peoples--and then come to the settlers aid in case of human and natural disasters. While the Civil War and the increasing industrialization of the country provided a counter influence to this state of dispersed governmental power, antipathy towards government in general did not lessen but seemed actually to grow as the central national role became more expansive and necessary due to new technologies and national security issues.

These two aspects of American history--a government based on federalism rather than centralization and a continuing popular antipathy towards government in general--provide significant parts of the answer to the question regarding why government/public sector employment has a comparatively low prestige in the United States. However, a number of other factors in this regard must be brought to bear on this question before one can start thinking of ways in which this situation might be changed.

Hence the topic of our next article.

(Professor Paul Lorentzen, Public Employees Roundtable Program Committee Chair provides a bi-monthly article.)



THE D G E

25 TIPS FOR TAKING A BETTER FLOWSHEET by David M. Cheshier

Notetaking is a prerequisite skill for debate success, and yet as many students struggle with “flowing” as with any other aspect of speaking or researching. I’m often surprised to discover how many superlative in-round arguers admit to terrible notetaking habits, and by the number of top-flight debates where a student confesses to losing the key argument because she or he simply missed it. I’m also surprised at how many smart debaters, when asked why their flowing suffers so much, simply shrug and say “flowing fast makes my hand hurt.”

Of course successful flowing is a skill that for most does not come naturally. It takes a combination of legible handwriting, sophisticated listening skills, genuine concentration, a lot of practice, a refusal to be distracted by other apparently urgent tasks (like preparing the next speech), and some experience. Sometimes coaches don’t even teach flowing after the novice year — after all, individual notetaking styles are necessarily idiosyncratic, and after students make it past the novice year, it can seem a little insulting to review so basic a skill with students whose other debate aptitudes are quickly reaching maturity. But the need is great and the skills involved are more than secretarial. Thus in this essay I want to suggest some tips for improving flowing. Some are obvious — skip the ones you already know. For the others, try them in practice debates and see if they help.

TIP 1:***Practice, practice, practice.***

Better flowing involves increasingly precise muscle memory, and, let's be honest, making the hand stronger. This can only happen with practice. Debaters who don't completely flow everything in elimination rounds they're not debating in are missing out on great practice. Use elimination rounds as flowing exercise: flow them from beginning to end, working to get every single argument and a citation for every piece of evidence.

TIP 2:***Use multiple flowpads.***

Some students flow the case on one legal or art pad, and all the off-case arguments on another. But as the debate grows more complicated, pages must inevitably be torn off the pad, which risks losing critical pieces of paper. So try this: use multiple pads, even as many as ten, and only flow one argument per pad. It is harder to lose a whole tablet of paper than a single page. Some react to this idea by wondering if they aren't wasting paper, but a moment's consideration eases the concern. After all, it's not more paper you're using, just more pads. One more benefit of multiple flowpads, where each pad holds only one position and where pages are never torn off, is that it will quickly break students of the bad habit of flowing on the back side of paper sheets.

TIP 3:***Try different colors.***

The idea is basic, and some resist it on that account alone, but many debaters find their flowing is improved by use of multiple pens of different colors. Make one color your own ("our side is always blue!"), and they are speaking. I've often wondered if the assistance provided by using multiple colors isn't offset by the hassle of switching pens as you write your own responses, but the advocates of multiple colors are adamant about its benefits. Especially if you find that the flowpad is visually confusing to you in the rush of speaking, using different colors may help.

TIP 4:***Are you a lefty? Try flowing right to left.***

The problem with flowing in the regular left-to-right direction if you are left-handed is that your writing arm obscures the arguments you're writing responses for. And as you write quickly, ink in the preced-

ing column often smears. Many students I've coached have discovered that by flowing in columns from right-to-left (where the 1AC is all the way on the right side of the page and each subsequent speech is a column over to the left), their notetaking dramatically improves, often without a major transition to the new direction.

TIP 5:***Spread it out on the page.***

Responses to an argument should never be closer to one another than an inch and a half, and even more space should be left between answers on a difficult or important position. Spreading out the flow of responses leaves you with room, should it prove necessary, for multiple responses from your opponent. So if your innocuous "no link" press is destined to elicit twenty new link arguments from the 2NC, at least you'll have some extra paper to get them all down.

TIP 6:***Anticipate the overviews.***

The circuit has been overtaken by the rebuttal overview, now even characteristic of most constructives, but our flowing habits have by and large not kept pace. We flow the 2AC answers right at the top of the column, leaving no room at all for major overviews. Leave a couple inches at the top of the page, if not for their overviews, then for your own.

TIP 7:***Flow yourself.***

Only in the rarest of circumstances should you leave major flowing it seems like an efficient usage of preparation time, or of the cross examination, and my point is not recommending that you keep it to a minimum, where you flow as much of your own speaking as possible given the constraints of the debate. It is easier for you to read your own handwriting than someone else's, apart from the unusual circumstance where you award.

TIP 8:***Work on your handwriting legibility.***

Practice writing more clearly. Here is where the old drill of flowing the television news can come in handy. You may have heard some recommend that you try to get word for word a teacher's lecture, or the evening news. I know many students who can honestly say they tried the drill, but very few who do it seriously or for an ex-

tended period of time (that is, past a minute or two). Some end up too bored to continue. Or their writing hand starts to tire (though of course, that is the point of the drill). But whether students find it an effective drill for flowing more quickly or not, it can be a good way to improve the quality of handwriting. A warning: Some students end up gravitating to writing in all capital letters as a fast cure for illegibility. But it takes more work to write in all CAPS, and students who do it almost invariably end up getting less down than those who use a more natural cursive style.

TIP 9:***Write more down.***

If you are well rehearsed and effective at getting down the tags, then work on getting down a portion of the cite. Start with the author name and then try to get the date. And if you can get both, work to get down something of the substance of the evidence. The practice will speed up your flowing, and force you to attend more closely to the details of the evidence. Too many great debaters write the tag down, perhaps with a notation signifying that evidence was read, and then they simply sit there, pen poised, waiting for something else to come along. Get in the habit of constantly writing.

TIP 10:***Think about using Post-It tape.***

The Post-It people sell rolls of tape designed for people who still use typewriters and need correction tape (it's an alternative to Wite-Out, the liquid form). The widest tape they make is six lines wide, about an inch. It so happens that 6-line Post-It tape is about the perfect width for making pre-flowed notes on the arguments you routinely make. Since the tape peels off the flow paper (just like regular Post-It notes) and is thus fully reusable, some debaters are in the habit of pre-flowing their, say, Clinton uniqueness responses on a piece of the tape that stays with the brief. When the 2AC makes the uniqueness answer that the Senate just passed PNTR, you pull the brief and simultaneously move the preflowed tape from the brief to your flow.

There are some drawbacks to the use of Post-It tape for flowing. For one, the tape is a little pricey. More important, removal of the tape after the debate (it would normally get returned to the original brief) effectively erases your flowsheet, making it harder to look at it productively later. But it can be a helpful backflowing device.

TIP 11:

Don't stop practicing until the flow is so clear others can plainly read it.

It is a difficult end point to imagine for many debaters, who would be satisfied even to be able to read their own handwriting. But aiming to produce a flow so clean and clear that someone else (say, a coach) can make sense of it afterward is a good goal anyway. After all, part of the reason to take a good flowsheet is so it can be referenced later, and made the basis for later speaking drills.

TIP 12:

Don't stop flowing the debate just because your part in it is through.

There are good strategic reasons to continue flowing after your 1NR (for example) is done. For one, it can serve as a double check on your colleague, a way to prevent later disasters like dropped topicality arguments where the colleague sits there oblivious to the apocalypse in the making. But it can be good flowing practice too.

TIP 13:

Integrate flowing into the squad's speaking drills.

If a debater is working to improve his or her emphasis of key words, the drill can and should become a flowing drill for others observing the speech. If speed drills are underway, the others should take notes. Flowing in this way is a good check on what is actually heard as fast talking proceeds, and better involves student peers in the process of speaking improvement.

TIP 14:

Supplement the flow with other useful information.

As the 2AC is speaking, the 1AC may be struggling to take a good flow. Good answers end up blurred together with bad ones in the deadening monotony of numbering. In such a situation, the 1AR should not only aim to flow the specific 2AC arguments, but on hearing them should make a quick about their relative strength. If the third 2AC answer to the Morgan Powers counterplan seems especially strong, circle the number of that response. The 1AR may only circle three or four of her partner's responses, but when she gives her own 1AR, and all the arguments on the counterplan risk blurring together in the heat of speaking, at least the circled arguments will leap off the page, and the best answers more easily extended. Or, if time is simply run-

ning out, and only fifteen seconds remain to cover the critical topicality argument, the eyes will at least immediately jump to the key responses.

TIP 15:

At least make the major headings and tags clear.

OK, so the handwriting improvement project is taking a little longer than planned. What to do in the meantime? Concentrate on legibly writing the argument tags, so they can be plainly signposted in subsequent speeches. Work on filling in the details as you acquire more experience and practice.

TIP 16:

Sit closer if necessary.

Sometimes it's not your fault, honestly. Maybe the room's acoustics are bad, or perhaps the speaker is just downright incomprehensible. In such cases move closer to the speaker. This accomplishes a double benefit: the flow will probably improve, and a not-so-subliminal signal will have been sent to the judge that the speaker cannot be understood.

TIP 17:

Try art pads.

Running out of room? Expand the writing surface. Buy some of those huge art pads and see if that helps. Some find larger pads difficult to manage, especially if their impromptu podiums are constructed out of stretched out expanding files. But if you are willing to set up something more secure, larger pads may work for you.

TIP 18:

Develop your own abbreviations.

This is basic, but still worth keeping in mind. Flowing efficiency is enhanced to the extent students succeed in finding memorable ways to abbreviate the main terms of a topic. One has to be careful, of course. If your way of abbreviating both the terms "permutation" and "privacy" is by writing a large P inside a circle, then speaking will be confused when, in the heat of the speech, deciphering has to happen. Of course the abbreviation system is always somewhat personal and individualistic, but that's fine. Work on explicitly making up some abbreviations and then integrating them into flowing debates.

TIP 19:

Get what you can.

Sometimes, whether through inexperience or an opponent's incomprehensibility, flowing breaks down completely. But this, of course, sets into motion a cascade effect, where every subsequent speech becomes even more difficult to flow, and by the end the flowsheet is a hopeless mess. The only cure for this is to just write down everything you can. Work to flow responses where they seem to go. You'll actually be surprised at how much you can get down even when you have no idea where your opponent is on the flowsheet. Such a tactic can make the cross-examination more productive too. Instead of having to ask the 2NC to repeat all her responses to the permutation, you can simply ask her to name her first argument (which helps you identify where the dividing lines go on your flow while denying your opponent the opportunity to deliver the oration a second time, more clearly).

TIP 20:

Use quality pens.

Some students prefer to flow in big bold pens, but I wonder at the additional muscle work they take on. The majority, of course, prefer fine or medium point pens. Whatever the preference, pens should be of high quality — nothing is more frustrating than having the ink skip during a critical argument. Don't be cheap: invest in decent writing instruments.

TIP 21:

Don't talk to your partner while your opponent is talking.

Yes, of course this is obvious. Then why does it happen so often? Because partners cannot resist trying to coach each other as they hear arguments that sound foolish. But this is terribly counterproductive. The recipient of the free advice is completely, if temporarily, derailed from the more important task of flowing and listening to the opposition. If you want to tell your colleague something during a speech, resist the temptation. Circle the argument on the flowsheet and then communicate your thoughts on it during preparation time or cross-examination.

TIP 22:

Steal prep time to clean up your flow.

No, I don't advocate the actual theft of prep time (you've heard the tricks before, like asking for permission to use the

bathroom before both speeches as a way to figure out what you're going to say on a critical argument). But a typical debate is filled with moments of inactivity. So use those seconds here and there to clean up the flow. Underline the major headings. Put boxes around points you know you'll want to emphasize later. Draw connecting lines where they were missing before. Add numbering if the speaker you just heard left it out — even if your numbering ends up off a bit, your own debating will be improved by having a clearer sense of the argument interdependencies.

TIP 23:

Try flowing yourself while you speak.

This is risky, since for some students flowing while speaking is as difficult as patting the stomach while rubbing one's head at the same time: that is, physically impossible. I recommend this as a practice drill only, unless you discover you have a talent for it. What does the drill accomplish? For one, it fosters the total concentration necessary to high level debating. For another, if you discover you are able to actually flow yourself as arguments pop into your head, you will have discovered a rare and useful skill. And doubled attention is a knack that can be learned and improved.

TIP 24:

Copy tricks from peers who flow better than you.

It doesn't take long to discover who takes the best flowsheet on a squad. So start a conversation about what she or he does differently. Have the students on your debate team make a list of the critical three or five tricks each uses to flow better, and see if their tricks can work for you.

TIP 25:

Translate opposition arguments into your own words, then flow them.

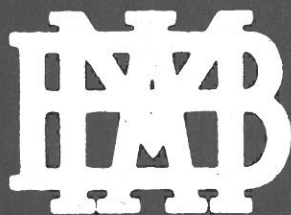
This is standard advice from study skill classes. It turns out that students who engage in this process of translation acquire better concentration skills, and end up more successfully internalizing the substance of the material. Try it in debate; it works there too. Of course one has to be a little more careful. After all, totally translating a 2AC answer into your own words risks making more difficult the process of plainly signposting the point later. But often you'll find that translation can simplify your signposting, especially against opponents who like to play cute with their argument tags.

Let's end where we started: It is a foolish tragedy so many bright debaters

struggle to take adequate notes during debate rounds, and so easily give up the task of self-improvement. Everyone understands that with practice, speaking and researching can be improved. But too often we give up on flowing as if our early limitations cannot be stretched. The irony is that flowing is the easiest debate skill to improve with a little work. Think about it this way: There are millions of Americans who have developed the ability to type accurately over 150 words per minute, and many more who, working as court stenographers, accurately transcribe fast-moving legal proceedings word for word (yes, they did it even before the machines were invented), or who can simultaneously sign or translate word for word from one language into another. Many of these people are brilliant, but then key requirement. All these professionals have done is simply worked to cultivate the sheer mental and physical discipline to get down what others have said. Smart debaters who work at it will quickly find they can do it too.

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(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)



SOUTHERN BELL FORUM XIX

MONTGOMERY BELL ACADEMY

JANUARY 5-7, 2001

Have a heart.....

A refreshed heart for former South Florida Chair and NMB Coach **Merle Ulery** who had open heart quadruple bypass surgery in July.

Got NFL.....

Paul Park, Brebeuf (IN) NFL member, is currently appearing with other high school All American Academic Winners in the "Got Milk" ads.

Life is Rosie.....

Hunter Palmer, sixth in the Senate at Portland, was featured on the Rosie O'Donnell Show with his NFL trophy.

Play Ball.....

Ryan Rupe, starting pitcher for the Tampa Bay Devil Rays, was an NFL member at Northbrook Senior High School (TX) where he was coached by **Cecil Trent**.

Generations.....

Jennifer Bradley, coach extraordinaire at Abingdon HS (VA) has been named to the Virginia High School Hall of Fame. Both Jennifer's mother and daughter were NFL members...

Kudos.....

Vince Borelli, national tournament official in Impromptu was selected the Outstanding Forensic Coach of the Speech Arts, 1999 in New Jersey... Council Alternate **Mike Burton** selected by the NF to attend the Olympics.

Stars.....

Mark Ferguson at Glenbrook South HS (IL) is certainly proud of his former national winner **Emily Bergl** (Poetry 1993) now appearing in major Hollywood films like Carrie 2: The Rage... **Ron Krikac's** student **Jane Atkinson** has appeared in films and on Broadway... 1966 Boys Extemp Champ **Mike Morris** featured in November *Wired* magazine.

Play's the thing.....

Money is the real thing! A dear friend of **Jo Nell Seifert** contributed \$1 million so that Jo Nell can direct her plays in a "new theater" instead of "a smelly old gym" at Poplar Bluff HS (MO).

On the Radio.....

Syndicated columnist **Tony Snow**, appearing on the **Rush Limbaugh** show mentioned his NFL ties:

"I went to Princeton High School in Cincinnati. I am a product of a very special teacher -Mrs. Phyllis Barton. She tolerated no mistakes."
Rush himself was an NFL member in Missouri.

Family Affair.....

Colorado Grande Chair **Pauline Carochi** is proud that her daughter **Andrina** is on her squad... **Deb Barron** former South Carolina Chair reports son **Andrew** was elected Governor at the SC YMCA Youth Government Conference...

Rock N' Roll.....

Singer **Chris Isaac** was a high school NFL member.

Whew.....

MBA assistant debate coach **Dennis DeYoung** ran the Boston Marathon *again* this year and finished *again*!

In Memoriam.....

Hall of Fame member **Novalyne Price Ellis**, (Lafayette (LA)...**Lynn Levinson**, wife of Hawaii Supreme Court Justice Steven Levinson...Hall of Famer **Karl Boyle**, Lewisville (OH). Karl wrote the national extemp topics for many years.

THE URBAN HIGH SCHOOL

by
William C. Thomas

KNOW YOUR POPULATION

CHAPTER I

Whenever I think of Millard Fillmore High School, one adjective comes to mind: gritty. There is a persistent sand thrown up from the streets and yards of the neighborhood and it seems to land on the concrete and asphalt surrounding Fillmore High School. It travels onto the soles of shoes and tracks into the linoleum floored classrooms and into the carpets of the main office and library. Because it is persistent and wearing by nature, this sand seems to affect the whole atmosphere of the school down to the personalities of many of the faculty, staff, and students: rough, unpolished, and abrasive.

It's not only the atmosphere that's affected by this grittiness, however; it's the physical site of the school itself. Although the campus covers four square blocks, three of those blocks are asphalt and concrete in order to facilitate parking. What lawns Fillmore has are ratty: Brown most of the year, full of cigarette butts and lots of broken glass. The school has a few pine trees at its north end and a few stunted bushes grow next to the gym. The planters all around the south end of the building grow Burger King cups and Taco Bell wrappers. During the winter, they're decorated with styrofoam cups from 7-11.

Although landscaping has been a bit haphazard at Fillmore, the need to protect its styrofoam cups and ratty lawns has not been neglected. A brand-new, eight foot-high chain link fence surrounds the entire campus and the gates for entrance and egress are regularly locked, giving an impression at once malicious and forbidding.

The building itself, built in the shape of a huge cross, is a monument to function only. There is no inspiration of design. Its granite foundation and three stories of buff colored brick bespeak the conservation of an already strapped school board trying to deal with the problems of a burgeoning population in the late Nineteen Fifties: If a safe building could be built out of steel and concrete, then its form should reflect only what it contained. In this case, form resembles nothing more than a huge ware-

house with east-west windows in most classrooms, the auditorium on the west, the swimming pool and gyms on the east. North and south are dominated by one long hall the length of the Titanic ending at windowless stairwells.

In keeping with the overall architectural plan of a warehouse, the hallways and classrooms are uniformly covered with brown linoleum and lighted by banks of fluorescent tubes which buzz incessantly before they expend this energy with a *fft!* of hopelessness.

No matter how clean, no matter how polished or waxed, the inside of Fillmore High School is dingy. Because of an antiquated air delivery system, the building sometimes smells stuffy; sometimes stale. Fans have to be run continually in the classrooms on warm days to circulate the air and when the thermometer registers 70 degrees Fahrenheit, the gyms become intolerable ovens of lingering humidity and perspiration mixed with the smell of wet neoprene.

But, looking out the aluminum clad windows of Millard Fillmore High School to the west is a series of trees, poles, houses, and yards. It looks inviting; in the early mornings, as steam rises above houses, it blurs into a pastoral scene of blues, greens, pinks, and yellows. The Rocky Mountains beckon in the distance and a jet leaves a clear vapor trail across the sky.

To the east and to the north, dawn comes across two of Denver's busiest streets like a gunshot, illuminating Wendy's, the Western Convenience Store, and twenty six other fast food outlets where various forms of ptomaine poisoning can be obtained.

Kmart, a trailer court, some apartment blocks, tire shops and auto wrecking dealerships dot the landscape. Instead of trees, billboards proclaiming the virtues of a long distance carrier jump at the unwary reader. The eyes hurt when they look upon sunrise here; nevertheless, the eyes are attracted to it because it's different; unusual; exciting; all the attributes of attention that teachers fight everyday to attain.

—*Why Teachers Should be more like Burger King or Nintendo* —

"But this is boring, Mister!" Ricardo exclaims as he is asked to identify the pronouns in the worksheet he is given. The *Constitution of the United States* is also pretty boring. Nintendo hasn't come out with a video game yet that makes memorizing Geometry theora as exciting as knocking someone else's head off. Therefore, teachers should change so they resemble Burger King. Teachers should serve food and be happy that the student has shown up for class. None of those boring worksheets: The teaching of pronouns should be from a signboard above the teacher's head. If the teacher preferred a Nintendo model, he should dress as a character from a video game and shoot paintballs at the student with various Constitutional amendments attached to them. That way, the student could pick and choose what he wanted to learn and therefore would be more inclined to come to class.

This idea, unfortunately, is not too far from some administrator's minds when they think of raising attendance in an urban high school. "Make it fun," they advise their teachers, and expect the teachers to design lesson plans around "fun." There is no consideration of what the student will actually learn or what he will retain—let's just make it "fun."

And the Fillmore population overwhelmingly agrees. If it's not fun, why go?

This is why thirty percent of our 1300 students seems to spend first hour and most of sixth hour (right after lunch) in a fast food concession rather than coming to class: it's available and infinitely preferable to spending the hour with Mr. Thomas or Miss Thistlebottom.

Fifty percent of Fillmore's scholars are an interesting mixture of apathy and fashion. There is always time to cruise up and down the street in a car whose stereo is blaring. There is always time to chat with friends in the hallway. There is always time to discuss who's going out with whom and always time to examine the latest in sports-

wear. There is never time to do one's homework, to improve one's reading skills, to tackle ones trigonometry; there just isn't time. One instead, should spend his time watching television, driving around a parking lot with friends, or contacting his girlfriend via cell phone. School is not a place of great meaning for these students and what goes on in school doesn't relate to anything they may understand. School isn't as interesting as spending time in a shopping mall, and the ideas one may glean from school have no relation to the "real world" of parents working second shifts, of the fight the night before with the alcoholic stepfather, of the artwork done on a sidewalk last weekend. Sports? Art club? FBLA? Technological Students Association? For these students, such activities have little or no meaning because they don't immediately relate to the student's own life or what he/she expects it will hold.

School is merely a place where one comes in the morning or afternoon, completely removed from the society outside.

Most urban high schools have a population like this. There is no planning for the future; it is merely something that happens to one. Making sure that one has sufficient money for the fall dance is far more important than keeping one's grades up for eligibility or for college. The moment is all-important. A secure future is not. A "fun" English class, where the student gets a grade for doing nothing is much more popular than the tough English class where the grade is earned because it's "hard."

"And we'll have fun, fun, fun until daddy takes the T-bird away..."

I got an e-mail from Gretta the other day. She was part of my speech team back in 1985. "I wish I was back in high school, Mr. Thomas. Everything seemed so wonderful. I would go to my classes most of the time, meet my friends, talk, sometimes do homework, most of the time not; take classes from Mr. Malaprop and Mrs. Callousness where we hardly had to do anything, and just go on to graduation. I thought life would be like that. Boy, was I naive! I was going to be an actress. Remember, I even took a bunch of drama classes. That's kind of funny, now."

"How so?" I queried.

"I just thought I'd get a job, acting."

"Acting as what?"

"Oh—as a musical actress." I couldn't remember any musicals that she'd been in.

"Don't you remember that I was in the

chorus for *Hair*?"

No; I couldn't remember it; but I lied and told her that I did.

"So after graduation, what did you do?"

"I went to business school for awhile. They taught me typing and computer skills."

"So you learned a trade. Always useful, Greta. And you're working for the City Parking Division, now, right?"

"Yeah. And I hate it. It's boring. I've got two children, too."

"They aren't boring, are they?"

"No; they keep me going. Kenyatta's six and Cinema's three. They're pretty neat, Mr. Thomas. But I was going to be an actress; not a clerk in the Parking Division."

"I understand. Have you done any acting since high school?"

"None. Nobody will let me."

"Have you thought about community theatre?"

"They don't pay anything."

I stifled a laugh at that. I'd love to be paid on my potential alone! But Greta was serious, so I responded soberly.

"Did you go to any auditions for jobs that paid?"

"A couple. I even wore my best clothes and did my best readings. They were at the DCPA [Denver Center for Performing Arts]. They wanted someone to play a Shakesperian heroine. One was Ophelia. One was Lady MacBeth. I read my very best. But they all seemed to know what they wanted in advance."

I imagine they knew what they wanted, and it certainly wouldn't have been Greta, who could barely read the poetry I'd handed her for competition; much less handle Shakespeare's syllables as Ophelia. I could imagine her standing on stage in her best dress, trying to read the part, amusing the hangers-on from New York and Los Angeles who were all trying for their big breaks on the Denver stage. And I felt pretty sorry for her.

"They told me they'd call me if I'd gotten the part," she continued. "No calls."

Greta is one example of what the urban high school produces: Students who have no idea that "fun" is not going to last forever. I could not remember that Greta had ever even been acquainted with a sonnet by Shakespeare; much less a tragedy. Her attempts to audition and her insistence on a paying job in theatre when all she could get was a job in the Parking Division of the City point to a lack of knowledge of what it takes to succeed in American society. AND

WHAT IS IRONIC IS THAT SOME URBAN HIGH SCHOOLS CONTINUE TO PERPETUATE THE MYTH OF "FUN!"

Yeah, I'm gonna get a scholarship," Sid confidently told me in October, "in football."

"In football?"

"They'll see these hands and figure I'm good."

"Do you play football, Sid?"

"Yeah. Every Saturday and Sunday."

"For a team?"

"Naw." He seemed embarrassed a moment. "Just me and some friends."

"And you're going to get a scholarship?"

"Oh, yeah."

Sid is working at a car wash now. He works hard to support his wife and two small children. He's a really good example of my population: The fun of high school is not a guarantee that the fun will last forever—but very few urban students realize that.

He was known as "Wonder" in Millard Fillmore High School, because he carried the ball across the line to the wonderment of his opponents to an amazing touchdown. He was in line for athletic scholarships, his coach thought. His coach worked hard to get "Wonder" a scholarship to a college. When the college representatives showed up to "Wonder's" house, "Wonder" wasn't there. He was out with his girlfriend. The coach had told "Wonder" to be there. "Wonder" decided not to be there. It embarrassed his coach so much that he told "Wonder" to pick up his stuff from the gym and leave forever. "Wonder" figured he could get a scholarship elsewhere. None has come in. "Wonder" drives a flower truck now.

Maybe someday, "Wonder" will realize that the fun he had in high school was transitory. I hope so, because his coach was pretty irritated.

So—Why is this happening in the urban high school?

This is because most students have gotten the message: "Graduate high school and do what you want to". So— they've finished high school. They wait for the plum job to land in their laps or the university scholarship to come in the mail.

And it never happens.

Either reality is completely ignored by many of these students or they seek such a fantasy because reality is just too overwhelming.

"It's tough out there," most of their teachers have told them; and likely the stu-

dents realize that. Likely, the students also realize a grim reality that many of us know when we graduate from high school; we weren't prepared for life after high school and neither are they. Even the best students in an urban high school really have no job skills and very few opportunities to learn how to pursue their dreams.

Not only are they lacking examples from family and community to learn how others had succeeded in their chosen fields; they also have a mindset that success in life is a matter of luck. At Millard Fillmore, the most admired member of "the business community" is not the Venezuelan mortgage banker who began his multi-million dollar career in real estate sales and appraisals spending his weekends following leads and building a customer base; no, it is the twenty-four-year-old father of three children by two different mothers who, through fast talking and an ability to hustle, is chief salesman at the local Montgomery Wards or the thirty-year-old manager of the neighborhood Kentucky Fried Chicken.

"All flash and no cash," I observed when Melissa told me how much she admired one of these characters.

"But mister!" She protested, "He's cool and he wears Armani suits!"

"And he works for Pepsi Cola," I said, hoping to dampen the obvious interest she had in the guy. "Couldn't you find someone to admire who works for IBM?"

"Oh, mister! You don't understand! He's so cool, he didn't even start at the bottom. They made him a manager the minute he walked in!"

"Really?" I replied, certain that did not happen "The minute he walked in," but that he'd talked real fast, looked real cool, said the right things, and probably had no felonies on his record. I knew the type: Hustle, hustle, hustle, and deceive as you go. Brag to sixteen year-olds and perpetuate the myth that things just fall in your lap after high school. I had visions of walking into my local hardware store and being instantly ordained. I wondered if I'd be crowned with a toilet plunger and my symbols of office would be a Makita drill and a cedar 2x4. "Mister Thomas," they'd say in solemn tones, "you are an inspiration to those who continually unclog septic systems; to those who use the wife's toothbrush to clean lawnmower carburetors, to those whose garage floors are littered with—"

"—What do you think, Mister?" she asked, interrupting my imagined ordination.

"I think," I told her, "that you're infatuated with this twenty-two year-old dude and I think you'd better watch out."

That wasn't the answer she wanted and it was not very admirable, but it was indicative of what I see everyday: a lot of my population believes that luck creates the perfect job.

Self-Esteem and the Incompetent

"Happy talky talky, happy talk;
Talk about things you like to do.

You got to have a dream—

If you don't have a dream,

How you gonna have a dream come true?" (*Oscar Hammerstein II in Smith Pacific*)

"I've written 5 screenplays," Candy told me confidently. "They'll make me a great actress."

"Wow. Can I see them?"

"Well—there isn't much," she quietly admitted.

"Do you need to use a computer to make them readable?" I inquired sincerely. "I've got the computer on my desk..."

"No, Thomas. They're not that finished."

Nor will they ever be. That's because a lot of my population, through the best of intentions on the part of school personnel, has little or no idea that what is worthwhile needs to be worked for. As adults, very few of us who are successful in our careers have been employed by chance or luck. We appreciate the fact that we were at the right place at the right time to be offered employment, but we know the work it took to get there and we anticipate the work we'll need to do to remain.

This does not seem to have sunk into a number of my students, whose self-esteem has been emphasized above giving them an accurate assessment of what they are able to do and where they stand in comparison to their peers....

I see it over and over again. Self-esteem is the big watchword among "experts in Education" and sold to schoolteachers as the key to a student's success in school. "Everyone's a winner" is the slogan of those who promote self-esteem and in their zealotry, they forget that everyone isn't a winner. Everyone cannot be a winner. It contradicts common sense.

Unfortunately, because it is easier to promote "self esteem" instead of honestly working on scholarship, a number of teachers and administrators have embraced the

idea. That idea is perhaps the most insidious that has ever been hatched on public education. Its roots begin innocently enough: Johnny is having problems reading in the third grade. Johnny is reading at first grade level. Johnny needs help. The District counselor puts Johnny in a program for reading. Johnny progresses to second grade level; but that's not fast enough for Johnny's parents. They opt for a new program that will raise Johnny's reading scores and build his self esteem. It's through a district grant and will likely be renewed next year.

Through this new program, Johnny will get the skills he needs, the teacher promises, showing the parents the high-tech tools Johnny will be using to read and write well. And what's even better, the teacher emphasizes, is the "alternate grading" that Johnny will have, which is a series of codes that have replaced the traditional A-F norms with which most of us are familiar. If Johnny has ME on his report card, it means that he "meets expectations."

The problem for Johnny is that even though his report cards all say ME in every subject area, his teacher has lowered the expectations so far that even a carrot could likely earn ME. This is because Johnny's self-esteem must be protected at all costs. The experts have argued that if someone feels good about going to school, he will eventually succeed in his academic studies. Further pressure from a granting agency for a new program has tied Johnny's teacher's hands: The result is parents who are happy for a while and a student who is happy for a while.

Then reality sets in. It may happen two hours after the program has ended or seven years after the program has ended: Johnny realizes he still cannot read at grade level; that his Math abilities are lacking; and that he cannot write as well as he should. Will his self-esteem help him figure out how to master basic skills?

Doubtful. If he really thinks about it, Johnny will realize that he and his parents were suckered into a "feel good" program and he wasted a great deal of time in it.

Yet, many elementary schools, urban, suburban, and rural, tout programs promoting self-esteem for students instead of promoting skills in reading and writing because it makes the parents feel good, it makes the students feel good, and it makes the elementary school staff and administration look good. Parents don't complain to the Board of Education if their children

are happy in school, and many administrators, mindful of the tenuousness of their own jobs in the midst of adverse criticism, happily embrace self-esteem programs.

By the time he enters high school, Johnny could be considered for Special Education classes, given his abilities. But Johnny still needs to feel good about himself, so he is enrolled in the regular curriculum. He attends class three times per week, feels good about himself, works very hard when he is in class, feels good about himself, fails spelling tests, feels good about himself, does not do homework, feels good about himself, wonders why his teacher will not give him a pencil when he does not have one, feels good about himself, cannot read the simplest short story in his book without help, feels good about himself, and fails the class.

"I can't believe it," Cindy's father told me on Report Card Pick up Night. "She did so well in elementary and middle school after we enrolled her in the Placebo Program. Her reading scores went right up and she had a tutor all the way through seventh grade. What happened?"

I looked at Cindy's scores and sighed. She'd scored D's and F's on spelling tests; her written work was incomplete; her tardies and absences in my English class, directly after lunch, told a tale that her father needed to hear, but probably did not want to hear.

"Did the Placebo Program guarantee self-esteem?" I asked tentatively.

I spent the next half hour explaining why Cindy had been lied to by her previous teachers. At the end of my explanation, her father was enraged. "It's a crock of shit," he told me.

I nodded. I wished him a pleasant evening and hoped that he'd "look into" the program his third grader was currently enrolled in.

Unfortunately, self-esteem programs are emphasized at the high school level as well as at the elementary school level. A teacher is penalized and considered "unprofessional" if he/she grades the student according to his/her merits. "What about the student's self-image?" Administrators have been known to ask. "What is there in your teaching that doesn't allow the student to succeed?"

My friend and colleague, Patricia, had to see the Principal about the number of failures she awarded her tenth graders. "So what do I say?" she asked, knowing that her struggle would be between honesty and politics.

"Tell her the truth," I told my friend.

"But fifty percent failures are unacceptable."

"Tell her the truth."

"I'll wind up in a middle school next year."

My friend and colleague set her chin and prepared to tell the principal what she wanted to know: that every student could learn and that every student could succeed in spite of the honesty of the grade awarded. That is considered the fault of the teacher, who like my friend Patricia, "hasn't worked hard enough" to help the student pass. After all, doesn't every student work to his potential? Doesn't he always do his best? Obviously if a student is failing, it is the fault of the teacher. If he's missing class intentionally, it's because the teacher doesn't make the class interesting enough. There's never a question of the student's lack of skill or ability or sheer laziness.

My friend and colleague, Patricia, told the truth. She was reminded that she could easily be transferred to a middle school the next year if "scores didn't improve and the students' self-esteem wasn't addressed." I understood Patricia's dilemma and did not think her actions inappropriate when she reported a jump of 25% in grades by year's end and kept her job.

I have yet to be faced with the same dilemma. I do not know if it's fewer parents complaining, an enrollment of students who don't complain, or maybe it's because I make sure that the students know what's expected of them and can argue successfully against the prevalent "self-esteem" movement with which they've been indoctrinated.

"You know why I ditched your class, Mr. Thomas?" Frank asked me after he'd successfully transferred to another, less demanding English class than British Literature Accelerated. "It's because I was never good enough."

"No," I told him. "It wasn't you. It was your work. Don't equate yourself with your work. Your character is fine. You, yourself, are fine. The nature of your work, however, is not up to standard."

He thought a moment. "Nobody ever told me that before; not in that way."

"It's true. A boss doesn't fire you because you don't get along with him; he fires you because your work isn't good enough. You do good work; you stay on. You do bad work, you get fired."

"But I did my work!" is a common complaint among my students when they've earned bad grades.

"But was your work good enough?" I always counter.

"Of course. I've always been here and I've always done everything—"

It's frustrating to encounter that attitude. It is even more frustrating to realize that it has been perpetuated on my students since first grade.

"But you don't care!" is a common complaint as well. The student wants to graduate with his class, wants to make up sixteen weeks worth of missed work in two weeks, and seems to have little idea that grading such a lousy effort would be superhuman on my part. Self-esteem has made the students almost narcissistic; certainly not realistic.

In the urban high school, the effort to bolster self-esteem can take many forms, many too far from reality to be conceivable to the layman, but they include "dumbing down" of basic curriculum, so ninth grade students are taught sixth grade concepts; irritation and threats on the part of administrators to "remove" teachers whose class numbers reveal 50% or more failures per grading period; the removal of necessary remedial courses from the curriculum because more members of a certain minority group wind up in these remedial courses than their peers; loss of vocational programs because an influential administrator feels it is demeaning to become an auto mechanic; school-to-career programs that rely on guest speakers and resume writing to help students in their career choices....

Of course, the myth of self-esteem is something not *all* the students embrace; nor do all the faculty of Fillmore; but the usual reaction among the students is: If it's easier, then it should be done. Many in the faculty agree, and the word among the students, in March, when they choose their courses for the following year, is: "Take Mrs. Dirigible's English class—she'll pass you if you look interested;" "Take Ms. Stalagmite's Ancient History course—all she does is show movies;" "Take Mr. Claptrap's Science class—he gives you the answers the day before the test." Consequently, these classes are always well-attended, and all the students enrolled in them pass because their self-esteem is more important than their work. "Take Newspaper," Kathy advises Clarissa. "Ms. Schizophrenic is easy and all you have to do is show up." "Take Drama," Chad advises Jason. "During production, Mr. Adamant can't teach and he gives you a pass to the Library." Chad winks: He never went to the Library.

But self-esteem, promoted as it is by administrators, touted by teachers, and endorsed by students, although discouraging to those who know excellence does not begin with feeling good about oneself, still does not affect some students who are able to see through it—students who desperately want an education.

Brad wore his humor like a neon sign: He always had a sticky note pinned to his shirt with a "Thought For The Day," usually something like: "If your feet smell and your nose runs, you're built upside down." He also had, on his tall frame, a series of cynical notes that were a delight to read; all of them questioning authority.

"If you were forced to go to a place where you were lied to continually, had to take a course on caring for your fellow man in, where you could turn in absolute crap and get an A for it, would you go?"

He was scornful and ground out his cigarette against the school wall. "An education?" he almost spat. "I'll give you an education. When I was in tenth grade, taking all accelerated courses during the day, I hooked up with a couple of guys who hired me to sell guns in a parking lot to gang bangers at 3:00 in the morning. There was an education. I got in a knife fight. My arm was hurt pretty bad." Even two years later, as he rolled up his sleeve, the cuts were deep. Painful.

"But that was real. Biology at 7:30 in the morning, where the teacher passes a bunch of drunk cheerleaders because he's got pressure from the administration: That isn't real. Real is laying yourself on the line. I didn't see anybody who'd do that. English teachers who'd give tons of extra credit so they wouldn't have fifty percent failures. That's not real."

"So what is?"

"Speech," he answered shortly. "You never lied to us. You never told us we were better than we were. You took us out against the best in the area and showed us that we could do it. That was real. It's also the only thing that kept me sane these last two years."

He graduated third from the bottom of his class. It wasn't because he didn't have the brains: he did not want to subscribe to the lie that had been given him. He, instead, took advantage of the lie and did as little as possible because he knew already how silly the system is.

PARENTING AND ITS CONSEQUENCES

If a careful scholar is pursuing these pages, I imagine two questions came to the fore: Where are the parents? Why aren't they more effective?

"In any high school, parents are the key to a student's success. Their interest in the student's activities and coursework are important to the student's fulfillment and general well-being..." (Principal's Newsletter, fall, 1991)

"Fillmore High School has a very active Parent-Teacher Organization. Headed by Mrs. X, it boasts 40 members..." (Fillmore High report to parents, spring, 1995)

"Although lacking in numbers, the Fillmore PTA is a viable and vibrant organization, composed of teachers and parents. In December, we welcomed our fifth parent, Mrs. Virginia Massachusetts..." (Fillmore High report to parents, spring, 1997).

There is no effective Parent-Teacher Organization in existence at Millard Fillmore High School. There really hasn't been one for a long time, but Principal's Newsletters and *Report to Parents* paint a different picture. To be blunt, the mark of the Parent-Teacher Organization at Fillmore High School would exist in the portrait of the previous principal in the school's Community Room. The Organization would divvy the amount of the portrait cost and the amount of the brass plaque cost underneath the portrait. *No brass plaque exists underneath the portrait of the Principal to summer, 1991; and there is no portrait of the Principal from 1991 to 1998. Essentially, these people don't exist. They see no reason to exist. What is the use of a parent-teacher organization in an urban high school anyway?* Dispensing coffee and supporting classroom practices seems rather mundane in the face of rising crime rates and illiteracy. Couple that with two parents who work fulltime, and there isn't much enthusiasm for the PTA.

Parents—Oh—the parents exist. They don't know what to do as parents. There was the time that they were important—in Elementary school—but now, as parents of high schoolers, they might as well live on the Moon for all the influence they have.

And they feel it. They wander around as disembodied souls at "Back To School Night," hoping that Dierdre or Emma or Huong is doing well, and hoping against hope that the solution is based in some

sort of discipline that they can understand. Limit movies? Limit phone time? They're perfectly willing to do so. But does that mean that the student will work on English, French, Geometry, Earth Science? By the time a student is fifteen at Fillmore, he or she is responsible for success or failure, and there's very little a parent can do except set rules and expect the teenager to live by them. If the parent is inconsistent, the student becomes a "celebrated retread."

Alice has been enrolled in my ninth grade English class for three years and it's likely she'll be there for a fourth year as well because she just doesn't want to do the work, nor does she regularly attend. She'd rather go to Tommy's house and get stoned or forget her pencil in the hall or talk with Melissa about a party she attended on Saturday. I keep reminding her that she would like to graduate someday and possibly not endure my company for any longer than she has to, but she seems determined to stick around. In her first ninth grade year, three years ago, her aunt, her counselor, and all her teachers huddled with Alice one afternoon to help her "achieve her goals." We all put together a "workplan" that included times and dates for doing make-up work, deadlines and homework assignments.

The aunt and Alice both promised that Alice would do the work and the aunt sent each of us, counselor and teachers, a Christmas card, which I thought was very considerate. Shortly after Christmas, Alice's aunt changed jobs and couldn't supervise Alice as effectively as before. Those of us who spent that afternoon together during Alice's first ninth grade year sort of shrug, wishing things were different. We already know that fundamentally, Alice's success or failure rests solely with Alice; but there is always the plaintive voice deep down in each teacher, especially those teachers who are parents themselves, that asks, "What if the parent had done something differently?"

Many times, parents at Fillmore, except those of students who perform well, (and even some of those), feel helpless. Part of it comes from an intimidation that they feel about high school. Many of these parents never attended high school—a full ten percent. Forty percent never received a high school diploma. The other fifty percent are a mixed bag of former students who worked hard to get a high school diploma and never went on from there to the rarer fourteen percent who have a college degree and remember high school as a quick

three years. Many of these parents are scared of their child's teachers because "teachers are so much more intelligent," one of them told me in a rare moment of candor. The parent is afraid of looking like a fool and so he does not visit with the teachers; he does not return telephone calls, and he doesn't attend school activities.

SPEECH AND THE IDLE PARENT

Unfortunately for some parents, when a child joins the Speech team at Fillmore, the parent is expected to know what the student is up to. It's extremely important that the parents know what the student is up to because of the Saturday schedule, from October through February. If a kid has to work at Mom's business on Saturday, he'd better tell her it's a taken day and make other arrangements. If Mike has to move furniture because his Dad says so on Saturday, October 14th, then Mike and his father must know that Mike's grade will suffer because he hasn't attended a speech tournament.

And some parents cannot believe that a class would take over what had been a fairly predictable schedule for their children. They call the Counselor; they call the Assistant Principal; they call the Principal. They complain. Some parents withdraw their children from the class. Some call me and argue.

"I must tell you," Reverend Henry begins slowly, "that Matthew has always had his Saturdays free in the past to help me with devotional proselytizing and God's work. This sudden requirement of Saturday Speech Tournaments is most unsettling..."

"Mary is not some sort of animal that you can lead to speech meets on Saturdays!" Mrs. Zaphod complains. "She said it was like herding cattle in a feedlot!"

And each call I get, I try and respond to the parent's concerns. Sometimes, the student drops the class. Sometimes, however, because the parent realizes that the student is learning something worthwhile, the student sticks with it. The parent realizes that the student is learning to sacrifice some free time in order to learn.

There is no other program, outside of sports, that demands attendance and performance on Saturdays as a part of the curriculum at Fillmore. The Yearbook sponsor can demand that students show up on deadline Saturdays and do work and sometimes they do; but as a general rule, they don't. The Drama Instructor can organize rehears-

als on Saturdays, but few students attend, so why bother? The students already know that their grades aren't affected if they blow off the Saturday Art exhibition or the Downtown Computer Exposition. "Mister," Shan can say, "My Dad needed me to help him move a mattress," and all is forgiven.

In Speech, it's not forgiven, and many of the parents of my students appreciate the hard-nosed attitude that requires that participation.

I think one of the reasons they appreciate it is because they feel as if they're participating in their child's life. Getting a teenager up at 5:30 on a Saturday morning, driving him/her to a lonely and forbidding monument to functional architecture to wait for a bus by 6:30 and then picking him/her up from the same monument after 9:00 P. M. is no picnic; and yet, it is real—which is something that most parents don't feel about their teenagers. My seven year-old still wears his feelings on his sleeve, still expects me to help him with his homework, still discusses his fears with me. When he's a teenager, however, I imagine any attempt by me to discuss his life with him will be met with a certain amount of derision or with the attitude that I am prying into his life. I imagine many of the parents of my students face this. Many of them are probably frustrated by it. I know I would be. Getting the kid up on a Saturday morning, consequently, becomes a display of support and understanding for some of my students' parents.

INSPIRATION, DEDICATION, IDEALISM, AND OBFUSCATION:

With all this "weight" placed upon a population that cannot succeed, why do some kids, in spite of all the statistics against them, (drunken father, abusive mother, drug-crazed sister, etc.), succeed? *Usually, it's the student himself; but a bit of the credit goes to the teacher.*

My British Literature Accelerated class was looking around the main hall of Fillmore last April, and I asked aloud, "Does anyone remember the name Heather Addison?" taking it from the signature on the bottom of a mural painted during the United States Bicentennial.

"I do," a quiet voice intoned. It was from a mustachioed man who had entered the hallway quietly. Not one of the thirty students or I had noted him.

"I was a graduate of 1977," he said. "And the only reason I'm here is because I came to see the one person who cared for

me. She was someone who stood by the door, watching the students enter and exit, and she put her hand out, and she told me—I was fifteen then, that I was special. It kept me in high school. Now, I own a business of my own. I have a wife. I have grandchildren. Success came to me because of a counselor..."

Kathy cannot quite name the teacher who has been most influential in her life: "A lot of them," she tells her interviewer. "Mr. R—, Science; Mrs. H—, Math; Mrs. T—, Drama, and, of course, you, Mr. Thomas. No matter what I do, I'll never forget you." This is because Speech showed her that she could change her life. It wasn't that I was particularly influential; it's just that I showed her that she was as good as her suburban, college-bound peers and that she could do as well as they, even with an absent mother and a father in and out of hospitals.

I'm expecting that Alan, after having been told by the Principal, in no uncertain terms, that he is not to be on the school announcements ever again, will graduate quietly, then make his mark in stand-up comedy. After he does so, and after the millions of dollars in earnings he will receive, Alan will be invited to Fillmore High School to address the thousands of hopeless students the school produces. Who will be his inspiration? The Principal? Probably not. It will probably be the idiot teacher who told him to go into stand-up comedy in the first place.

DRESSING FOR SUCCESS

Memo

TO: Teachers

FROM: Julie Oblivious, School-to-Career Coordinator

RE: Dress for Success

Wednesday, March 22, is School-to-Career Day. Please remind your students to "dress for success" on that day...

My Social Studies colleague, Pamela, reported that the reason so few students attended the school-to-career day was not because they were uninterested in the careers being displayed and discussed—it was because very few of them could afford "corporate-type" clothing.

"Most of the girls here can't afford a dress; much less a tailored suit," she told me. "And the boys—they don't even wear ties to church anymore. How many of our students can plunk down one hundred or two hundred dollars to get an outfit like that anyway? They're expecting to come to

Fillmore to explore these careers, and the Coordinator tells them they have to wear clothes that they can't afford? I'd ditch, too."

She has a point. The wardrobes of most of my students include overalls, warm thermal underwear, jeans, t-shirts with beautiful airbrushing, overshirts, or sweatshirts with a logo of some sort, nondescript cotton sweaters, white sneakers or combat boots, leather jackets or athletic jackets—and that's about it. If the student decides to wear the clothes "baggy," an extra thousand feet can be added to this wardrobe. There also can be added a belt with about five feet of slack in it.

Alan did not have any clothes for competition in Speech. He was planning to wear his ratty yellow parka and a clean t-shirt. This was his competition wardrobe. I vetoed it. Theodore was going to wear his silk shirt and grey cords and suede shoes. I vetoed that also after finding out that he'd spent a great deal of money to have an obscene slogan, embroidered on the pocket. Morpha was going to wear a prom dress without sleeves. I vetoed that, too.

I am not a fashion consultant. I don't pretend to be. I wear a functional wardrobe that includes a tie, a cotton shirt, a pair of dress pants, dress boots or suede shoes, and sometimes a sportscoat. It fits my job and it fits my personality. I used to wear pinstripe suits but gave them up because they were uncomfortable and had horizontal chalk lines along their backs from encounters with the chalk tray in my classroom. *I do, however, know what a student should wear to a speech tournament and what a student should not wear to a speech tournament. "I have to wear a dress?" Candy asks me incredulously.*

"Yes. At a speech tournament you are judged by how serious you are," I reply, "Dress shows how serious you are."

"But I haven't worn a dress since sixth grade, Mr. Thomas. I don't even have one anymore."

"But can you get one?" I ask. "If you're going to read poetry, you need to look like you're going to be interviewed for a job."

She sighed. "I could borrow one of my sister's."

"Dress, gentlemen, like you're going for a job interview. Nice shoes, nice shirt—don't need a suitcoat, but it would help—nice tie."

"I got a job wearing what I'm wearing

today!" Joe exclaimed. He was dressed in a black t-shirt, baggy jeans, and chains dangling from the pockets. His earrings, including the one on his nose, all bore skulls.

"Lovely," I tell him. "What job?"

"I work in a day care center!" he said proudly.

"Now—if you can't afford these clothes, I will help you take care of the cost," I promise. "I can pay for about half."

"So I go out and buy me a seven hundred dollar suit, you'll pay three fifty?" Eric challenges me.

"No. More like, if you go out and buy yourself a suit at the Dollar Store and need it shortened, I'll help you pay for the alterations."

And a few of them quietly ask for reimbursement of five to ten dollars for their competition clothes, which is usually given them. Most of my students, though, proud to have "nice" clothes for the first time, are also too proud to ask for any financial help. Nancy goes without lunch for a few days; Melinda doesn't buy the shoes she's coveted for awhile; Mike makes a deal with his neighbor to shovel snow this winter for free in exchange for nice clothes. And most of these kids take great care of their clothes.

But not all of them. Whether through ignorance or sheer cussedness, Keith ignored the "Dry Clean Only" label on his blue polyester suitcoat and sent it through the washer and dryer. It was an amazing piece of work when he wore it the next Saturday. Rebecca was so proud of her new dress that she wore it the day she got it, then the next day, the next day, and the next until one of her classmates asked if her house had burned down and she had nothing else to wear. Jeannie bought an outfit five sizes too big for her slender frame because she loved the color—bright red—and looked like a belted cherry. Martin slept in his suit the night before the tournament because he didn't want to bother putting it on the next morning. It was obvious that Martin slept violently.

It was also obvious that the students valued their new clothes, and wanted to proclaim something about themselves—that they didn't "dress ghetto," and stood out from their peers a little bit. Athletic coaches have known this for a long time, and encourage their players to either dress in uniform before the game or dress in "church clothes" before the game so they can have a certain distinction about them. Granted, such clothes can be misused and greatly abused, but the proclamation of "I'm an

adult" when being worn by teenagers cannot be denied.

READING SCORES, ENGLISH, AND SPEECH

"You will deal with the top ten percent of the metro area," I tell my students. "All the National Honor Society types, top of the class folks, the future doctors and lawyers and Indian Chiefs of this world..."

Such information is true. Most Speech competitors in high school are nerds, dweebs, or dorks—people who might be seriously interested in current fads, but seriously want to understand them—people who read the news, not just for entertainment, but for *information*. Many of them prefer reading to cruising around on Saturday night. Many of them study old movies to learn movements by Bette Davis or dialogue by James Cagney. Many of them know and retain some extremely obscure stuff in their memories. I have yet to run into such eclecticism as I have found at Speech tournaments, outside of the University of Oxford, where passionate arguments were made in favor of British Soccer over Argentinian Soccer; points of clarification were openly discussed when comparing a Marx Brothers movie versus St. Augustine's *De Doctrina Christiana*, and so on. I find that in Speech, and I find it among the students I teach.

Frankly, given the overall test scores, particularly the reading scores, Fillmore High School should not have a speech team. A speech team is composed of students whose reading scores are college level and above. Fillmore's reading scores average sixth grade and below.

Given the overall atmosphere at Fillmore, the school should not have a speech team. The band director despairs over getting students to practice regularly and he sometimes has to hire musicians in order to fill places in the horn section for the school musical. About seventeen honors students run the Student Senate, participate regularly in school activities, and join clubs. How could a speech team exist in such an environment?

Frankly, Fillmore shouldn't have a speech team because the school serves a population at poverty line or below it. Speech, with its clothes, debate materials, cost of lunches during tournaments, and its other ersatz expenses, is too expensive for a Fillmore student. Most of them can't even get their teeth fixed because they don't have dental insurance. Most Speech competitors need to smile, right?

Frankly, Fillmore shouldn't have a speech team because the students wouldn't know how to behave. How can a student who's streetwise sit still in a humor round? How can a student whose chief experience with drama has been watching videotapes get used to acting out in the piece? How can a student whose learned behaviors include treating all adults with contempt ever be accepted among those whose social skills are far more polished? How can a student who regularly "blows off" courses ever expect to compete in an over-achieving academic environment such as a Speech tournament?

But Fillmore has a speech team. It's eclectic. It's brilliant. It exists, despite the evidence for its non-existence.

Shannon's parents still get stoned every night. Eric's mom still asks Jesus to send her another son. Kristie's dad does methamphetamines. Courtney's mom believes that the music Courtney listens to is a gateway to hell. Cindy's mom hasn't left 1978 and still wears polyester. Peggy's mom is schizophrenic and needs regular medication.

I imagine this scenario is the same for a lot of urban high schools. The students hurt. In spite of their intelligence, their abilities, their drive, the "system" of both family and school is stacked against them. Not only is school complacent and culpable with its self-esteem programs, but it lies to them. Their abilities are cushioned by the soft cotton of lowered expectations and even lower performance. Family does not perform any better. If the expectation by family is to graduate high school, period, then the student is at a disadvantage because the education is devalued. It's merely something to get around before the main business of living. Forget about college altogether.

This is why Speech is so important to the urban high school. The student doesn't need a great body or even a great mind to be part of it—he just needs to want to be part of it because it will tell him the truth about his performance, attitude, behavior, and his prospects for the future. It's not tied to a single city or league; Speech is the entire State—usually the best of it.

And the urban speech team, especially Millard Fillmore High School, and schools like Millard Fillmore, needs to compete with the best—to show what it's made of—to prove that urban kids can do as well as suburban kids, without mollycoddling or

self-esteem programs or school-to-work programs or false expectations. And it can.

(Each month the Rostrum will feature a Chapter from William C. Thomas' book, "The Urban Speech Team.")

CONTINUATIONS

(Mecham from page 18)

last minute in rebuttal drills.

Changing Demands

As Lincoln-Douglas Debate evolves the demands on competitors are changing. 2AR strategies must change to meet these new challenges. The divided 2AR is one way to address the tenuous twin burdens of the flow and the big picture. It is a strategy that debaters should carry in their arsenals. They should, at the same time, be willing and able to execute a number of other strategies as the situation demands. It is time that we, as a community, stop thinking of debate speeches as templates that we plug new material into every two months. Such frameworks are valuable instructional tools, but advanced debaters must conceive of their thirteen minutes as a blank canvas on which to paint whatever message will persuade that audience at that time.

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Shane Mecham is Assistant Debate Coach at Lincoln Southeast High School (NE) and is the captain of the debate team at Truman State University (MO) where he competes in NFA Lincoln-Douglas, parliamentary, and NDT debate, as well as the pentathlon in individual events. Mr. Mecham is a two-time state champion in extemporaneous speaking and top speaker at NFA collegiate nationals in Lincoln-Douglas debate. A frequent contributor to the Rostrum, he serves as the Director of Lincoln-Douglas debate at the University of Texas at Austin National Forensics Institute and an instructor at the National Debate Forum held at the University of Minnesota.



(Pellicciotta continued from page 9)

even if not prescribed. Leaving this task to the debaters would actually allow judges the ability to reward those debaters who handle the issues of presumption and burden of proof successfully. In a round where these issues are not adequately addressed and examined the judge should consider that in his assessment of the debaters. Requiring the debaters to examine and analyze such issues would actually seem to further the educational value for the debaters as they are forced to work on developing weighing mechanisms to support their argumentation. Debaters actually gain a better understanding of the concepts of burden of proof and presumption when they are forced to think about them critically and develop such standards on their own. Finally, such standards may be beneficial to judges in making decisions, but they are by no means necessary to the achievement of that end. This is best illustrated by the fact that prescribed burdens disappear from a policy debate when the negative advocates a counterplan. Judges are still able to make decisions in such cases proving that while presumption and burden of proof aid in the decision making process they are by no means absolute.

In conclusion, I would call upon students and coaches of Lincoln-Douglas debate to give serious consideration to the issues of presumption and burden of proof in analyzing topics and developing positions to debate. This would greatly aid in ensuring more meaningful debate for the competitors as well as aid critics in bettering performing their task. Lincoln Douglas debaters will obtain a far better understanding of both the nature of effective argumentation as well as a deeper appreciation of the issues inherent in any given topic when they take the time to examine the underlying beliefs and ideas that provide the foundation for standards of proof. In addition this can hopefully provide an avenue through which true consensus can be reached concerning the nature of these issues in L/D. This would ensure that such issues contribute to the meaningful discussion of a given topic rather than distract from this purpose by shifting our focus to theoretical disagreements.

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(R.J. Pellicciotta teaches at South Mecklenburg High School (NC) and of the Iowa and Samford (AL) debate institutes. He can be reached at: smdbate@mail.com.)

NFL Executive Council

Fall Meeting

September 24, 25, 2000

Oklahoma City, OK

All Councilors present except alternate Mike Burton. Second alternate Les Phillips present.

Elections

William Woods Tate, Jr. re-elected NFL President by acclamation. Ted W. Belch and Don Crabtree nominated for Vice President. Belch elected by a 5-4 vote. Officers' terms are from August 1, 2000 to July 31, 2002.

National Tournament

Moved by Ferguson, seconded by King: "For a one year trial, with subsequent evaluation, two main event final rounds will be held on Thursday evening at the National Tournament. **Passed. Unanimous**

Many members have requested a shorter day on Friday, yet wish to see every final round. By featuring two events on Thursday evening, Friday's schedule will be reduced by three hours and should end by 8:15 pm. At Oklahoma, Humor and Duo will perform in the elegant Paul F. Sharp Concert Hall on Thursday evening.

Moved by Roberts, seconded by Crabtree: Students who qualify in Duo may also qualify in one other National Tournament event. **Passed, 5-4. Aye:** Ferguson, Keller, King, Roberts, Crabtree. **Nay:** Sterner, Sferra, Belch, Tate.

This motion later rescinded would have allowed a Duo qualifier to also qualify in either Humor or Drama and participate in both events at Nationals.

Moved by Sferra, seconded by Belch: Students who qualify in Cross Examination Team Debate may also qualify in any single person National Tournament event. **Defeated, 3-3-3. Aye:** Sferra, Belch, Tate. **Nay:** Roberts, Crabtree, Keller. **Abstain:** Ferguson, Sterner, King.

This motion would have allowed CX Debaters to enter L/D and L/D Debaters to enter CX at both District and Nationals.

Moved by Sferra, seconded by Belch: Contestants in Extemp may also qualify in any other National event except Congress. **Withdrawn.**

This motion would have allowed students in FX to also enter USX and students in USX to enter FX at Districts and Nationals.

Moved by Keller seconded by Roberts: Rescind previously passed motion that allowed students in Duo to double qualify in DI and HI. **Passed, 5-4. Aye:** Sterner, Keller, Sferra, Belch, Tate. **Nay:** Ferguson, Roberts, Crabtree, King.

This motion repeals the earlier passed motion that allowed students qualified in Duo to also qualify in another interp event. For the 2000-2001 season a student may enter Duo and another interp event at District, but if that student qualifies in two interp events the student may attend Nationals only in Duo and other students, will "move up" in the other interp event. A Duo student may double qualify in a non-interp event.

Moved by Belch, seconded by Ferguson: Cuttings for interp events do not have to come from published, printed sources. **Defeated, 2-7. Aye:** Belch, Ferguson. **Nay:** Sterner, Keller, Sferra, King, Crabtree, Roberts, Tate.

This motion would have allowed internet published cuttings. The problem for most Councilors was the lack of official text in case of protest. Sites appear and disappear, content is often changed and no original text can be guaranteed several months later. A down loaded printed text is subject to manipulation.

Moved by Sferra, seconded by Roberts: To name the top NFL point earner at Nationals the C. J. "Pete" Silas Scholar in honor of Mr C. J. "Pete" Silas and provide an appropriate award. **Passed. Unanimous.**

Moved by Crabtree, seconded by Roberts: Entrants in Duo, HI, or DI at the National Tournament must send in selections/scripts with the National Tournament Entry Form. Name and complete address of the publisher and the ISBN# of the publication must be included. **Passed. Unanimous.**

Entrants who do not send in copies of their cutting as well as the publisher's name and address and the ISBN # of the publication with the registration form will not be admitted to the National Tournament.

Moved by Crabtree, seconded by Roberts: The use of any electronic retrieval system (Recording or information retrieval system) now known or to be invented is prohibited during any rounds at NFL District or Nationals: **Passed, 5-4. Aye:** Tate, Sferra, Sterner, Roberts, Crabtree. **Nay:** Belch, Ferguson, Keller, King.

By unanimous agreement: Electronic devices may be used for the sole purpose of keeping time in rounds at NFL Tournaments.

Moved by Sferra, seconded by Keller: Submit the electronic retrieval rule to the NFL Attorney. **Passed. Unanimous.**

Physically and visually challenged students who need to use electronic devices should contact the NFL Office for a waiver.

The Council adopted the following procedure to resolve protests at the National Tournament:

A protest shall be decided by the tournament director or a special master appointed by the director. The decision of the director/master may be appealed to the Ombudsman on duty. The Ombudsman's ruling may be appealed to a protest committee of present or former council members.

Forensic Organizations

Moved by Roberts, seconded by Sferra: Adopt the sister school plan and pursue other projects with the International Debate Education Association (IDEA). **Passed. Unanimous.**

[The sister school plan will be explained in a future *Rostrum*]

The Council unanimously commended Councilor Donus Roberts for outstanding service to the speech and debate community and NFL in Europe this summer.

Membership

Moved by Sferra, seconded by Belch: Adopt proposal for a two tiered program of membership. **Defeated, 4-5. Aye:** Belch, King, Crabtree, Tate. **Nay:** Sferra, Sterner, Ferguson, Keller, Roberts.

A plan was presented that would have allowed each coach to enroll student members either with points so students can pursue degrees or just as "members" with no points recorded and no advanced degrees.

Personnel

Moved by Sferra, seconded by Roberts: Adopt the wage and salary recommendations for the NFL office staff. **Passed. Unanimous.**

Moved by Roberts, seconded by Sferra: Commend the work of Executive Secretary James Copeland. **Passed. Unanimous.**

Financial

Moved by Sferra, seconded by Crabtree: Adopt the 2002-2001 budget as presented. **Passed. Unanimous.**

Moved by Belch, seconded by Roberts:

NFL hire a consultant to advise the Council on the configuration of an NFL Website which may include: point recording, sales, online *Rostrum*, topics, manuals, forms, online audio, streaming video and other services. **Passed. Unanimous.**

Spring Meeting

Date of the NFL Spring Council meeting will be April 29, 30, 2001 in either Chicago or Memphis.

Spring Agenda

NFL Internet Site, NFL point changes, coaching point changes, double qualification.

Coaches or students who wish to send in agenda items should send them to the NFL Office by April 1, 2001.

Announcing dates and preliminary information for...

The National Debate Forum

Specializing exclusively in Lincoln-Douglas debate instruction

July 28 - August 11, 2001

held at the
University of Minnesota
in Minneapolis

The National Debate Forum for Lincoln-Douglas debaters is an intensive **two-week program** dedicated to developing regional and national champions. Conducted at the superior facilities of the University of Minnesota, the NDF features a carefully planned curriculum that is updated every year to provide an optimal balance of theory and application with a high level of faculty interaction.

The NDF offers a unique learning environment and commitment to excellence. Program highlights include:

- Limited enrollment: Less than 60 students admitted to ensure a collegial and learning-positive atmosphere
- Outstanding 6:1 student-to-faculty ratio guarantees every student "top lab" attention
- A minimum of **fifteen** critiqued debate rounds conducted throughout the program
- Access to all university libraries, including the nationally-ranked University of Minnesota Law Library
- Expert instruction in traditional and electronic research methods, including the Internet
- Topic preparation and research on all NFL Lincoln-Douglas resolutions being considered for 2001-2002
- Adult-supervised university dormitory living situation in **air-conditioned** Middlebrook Hall
- Affordable tuition: only **\$995.00** for residential students (all-inclusive amount includes tuition, lodging, university meal plan, and lab photocopies) and **\$495.00** for commuters (no room and board).

Please note: Be careful when comparing costs at other institutes which exclude meals and other "miscellaneous fees and expenses."

The National Debate Forum will be directed by

Jenny Cook, Co-Director of Forensics at Milton Academy (MA) - Email: JennyCook@hotmail.com

Minh A. Luong, Assistant Professor of Ethics, Politics, and Economics at Yale University - Email: maluong@hotmail.com

The 2001 NDF will again feature an outstanding faculty of championship coaches and former competitors

For complete program information and downloadable enrollment application forms, please visit the NDF website at:

www.minh.luong.com/NDFinfo.htm

or write: Jenny Cook, Director • National Debate Forum • 955 Mass. Ave., PMB Suite #319 • Cambridge • MA • 02139-3180

Top

NJFL

Schools



School	*Student Members
Goodpasture Jr HS, TN	81
The Stanley Clark School, IN	62
Canterbury Middle School, IN	59
Crete HS, NE	47
St. Jude Catholic School, IN	40
Bueker Middle School, IN	36
Los Altos Middle School, CA	36
John Paul II Catholic, TX	32
Mountain Brook Jr. HS, AL	30
Ribet Academy, CA	28
Monte Vista Jr. High, CA	27
New Richmond Middle School, WI	26
Overbrook School, TN	25
Ockerman Middle School, KY	24
Memorial Park Middle School, IN	24
La Reina High School, CA	21
Oak Grove Jr. HS, MS	20
La Junta Middle School, CO	19

* Number of new members added



Bates College

Director of Debate/Lecturer

The Bates College Department of Theater & Rhetoric is seeking a full-time Director of Debate/Lecturer in Rhetoric to begin August 15, 2001. The successful applicant will be familiar with Parliamentary or Lincoln-Douglass debate, have an MA in rhetoric, speech or communication, and have experience teaching public speaking and argument. Responsibilities include 2/3 time coaching Bates' unique parliamentary debate program, which emphasizes international debate as well as intercollegiate competition and public debate, and 1/3 time teaching Introduction to Debate and Public Discourse. The Director of Debate administers the debate program, teaches one course per semester, is affiliated with Bates' Summer Debate Institute and meets weekly with an exceptional, student-governed parliamentary debate team. The appointment can be either a two-year renewable position or a 1-2 year visiting position. Salary is competitive. Review of applications will be ongoing until the position is filled, but in any case no later than January 16, 2001. Preliminary interviews will be conducted November 9-16 at the 2000 NCA Convention in Seattle, WA. Submit letter of application, curriculum vitae, a brief statement of coaching philosophy and names and telephone numbers of three references to:

Director of Debate Search Committee (#R2260)
 c/o Bates College Secretarial Services
 2 Andrews Road, 7 Lane Hall
 Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.



NJFL Newsletter

THE FIRST NATIONAL MIDDLE SCHOOL FORENSIC TOURNAMENT

HELD JUNE 24, 2000

**For Students of NJFL and
The Nashville Catholic Middle School Forensic League**

The competition was challenging as evidenced by the comments from judges who paid high compliments to the students.



Tournament Participants

Twelve schools converged at
Fr. Ryan High School, TN

**2001 NATIONAL TOURNAMENT SPONSOR IS CARROLLTON HS, OH
HOSTED BY COACH TODD CASPER**



**1st place Sweepstakes
Ockerman Middle, KY**

Competition
included
five
categories:
Poetry
Prose
Duo Interp

**Humorous/Dramatic Interp
Improvisational Duo**



**2nd place Sweepstakes
Overbrook School, TN**



**3rd place Sweepstakes
Carrollton High, OH**



**3rd place Sweepstakes
St. Benedict of Memphis, TN**

THE FIRST NATIONAL MIDDLE SCHOOL FORENSIC TOURNAMENT



Prose - 1st place
Caitlin Drance
Ockerman Middle, KY



Prose - 2nd place
Megan Holmes
Overbrook School, TN



Duo Interp - 1st place
Alison Hobbs & Tim Petcu
Westminster School, GA



Prose - 3rd place
Robert Quinn
St. Benedicts, TN



Poetry - 3rd place
Grace Askew
St. Benedicts, TN



Poetry Winners:

- 1st place (middle) - Jamie Suttles, Ockerman Middle, KY
2nd place (right) - Lindsey Maurer, Ockerman Middle, KY
3rd place (left) - Grace Askew, St. Benedict, TN

Humorous/Duo Interp
1st place - Zach Thompson
Carrollton HS, OH
3rd place - Kim Hoffmeister
Ockerman Middle, KY



Duo Improv - 1st place
Brian Craver and Eric Granacher
Ockerman Middle, KY



Improvisational Duo - 2nd place
Ellie Barbee and Mary Bright
Overbrook School, TN



Duo Interp - 3rd place
Rachel Patterson and Beth Guthrie
Carrollton HS, OH



Improvisational Duo - 3rd place
Ruthie Diroff and Maria Catalano
St. Henry Catholic School, TN

The National Forensic Library



An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

VOLUME I

• CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

• CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley, High School, KS

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) *Length: 61:00*

• CX 104 Cross Examination—Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

• CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. *Length: 56:00*

• CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

• LD 103 Cross Examination in Lincoln / Douglas Debate

Instructor: Aaron Timmons, Newman-Smith High School, TX

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

• LD 104 What are Values? and Applying Value Standards to Lincoln/ Douglas Debate

Instructor: Dale McCall, Wellington High School, FL

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

• INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

• OO 103 Oratory Overview

Instructor: L. D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

• OO 104 Oratory Introductions and Conclusions

Instructor: L. D. Naeglin, San Antonio, TX

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

• OO 105 Oratory Content

Instructor: L. D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

• EXT 103 Championship Extemp: Part 1—U.S. Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

Tapes sold only to NFL member schools!

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

• LD 105 How to Prepare for your L / D Rounds

Instructor: Dale McCall, Wellington High School, FL

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of value analysis by an outstanding debate coach. *Length: 35*

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

• INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

• EXT 105 First Experiences

Moderator: L.D. Naegelin, San Antonio, TX

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

• EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naegelin, San Antonio, TX

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

• EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naegelin, San Antonio, TX

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*

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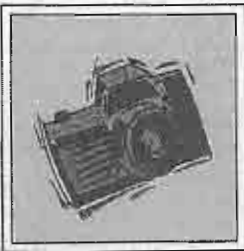
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FIERCE COMPETITION OR LASTING MEMORIES?



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On a Saturday this past May, 2000, two speech power schools ended the season 1st and 2nd at The Southern California Debate League's last tournament by racking up sweepstakes points of 154 and 148. The third place team, incidently, had around 80.

Gabrielino and San Gabriel High Schools are located within a mile of each other on the east side of Los Angeles, (CA). Before its creation as a high school in 1994, Gabrielino's students attended San Gabriel. Both schools have very large and competitive speech and debate programs. Between them, they have won The S.C.D.L. League Championship the last 13 years. It would be easy to believe that these schools don't get along very well. Wrong!

The heat of the battle at the tournament wasn't anything compared to the 1st Annual great debate team softball game. As an educator of young people, I can't tell you how thrilled I was to see two huge programs that competed against each other all year, let alone the day before, not only get out on a Sunday to play softball together, but to eat hot dogs and hamburgers fixed by San Gabriel's Head Coach, Doug Campbell.



If you have coached for any amount of time, you know that individual students tend to form friendships, love interests, and in some cases, life-long romances with individuals from other schools. But to have two very fierce rivals come together as TEAMS, this is truly wonderful. They must compete against each other all year long, yet at every tournament these teams, along with many others in the league, realize that any hardware they take home with them from any particular tournament doesn't come close to what they win by being around such wonderful students that share the same interests in the surrounding area.

In a time when the media details how our nation's school children use guns to express themselves and have so much hatred, it's refreshing to see our successful speech students and coaches pick up a bat and ball on a Sunday and enjoy not only America's favorite pastime but the company of their fellow high school communicators. (And pick up the bats they did! For, even though both teams allowed ALL their students to play defense, over 30 runs were still scored.)

As we begin this school year, we will be spending a tremendous amount of time with our students. One thing I'm sure we all do very well, is making sure our students have a wonderful experience and each of them have the opportunity to win a lifetime full of fantastic memories.

Thank God for Speech and Debate!!

Article by Derek Yuill
Director of Gabrielino (CA) HS Speech & Debate
Chairman, East Los Angeles District

Submit pictures of
events
and activities to:
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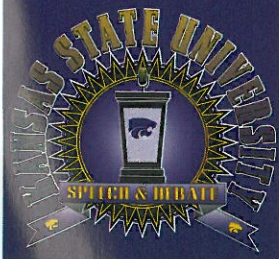
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Speech

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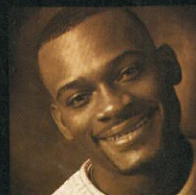
Will the flattery never end?

Just ask anybody. Members of the National Forensic League are strong. Strong enough to stand their ground, with something to say. Some call them opinionated. That's true enough. Who isn't? The difference is they have the guts to get up there and tell it like it is. Do you? For more information about the NFL, talk with members or call 920.748.6206 for an earful.



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